Waterford Public Schools
World Language Curriculum
Grades 6-12

2019 Revision
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REVISION COMMITTEE MEMBERS

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Christine Piezzo             French Teacher
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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.
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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</thead>
</table>
| CCSS 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 | - Students will answer questions based on the text.  
- Students will complete comprehension questions and matching activities.  
- Students will complete vocabulary quizzes. |
| CCSS RI6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | - Students will answer questions based on the text.  
- Students will fill-in and appropriately complete responses based on dialogs. |
| CCSS 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. | - Students will answer questions based on the dialogs. |
| CCSS RI6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | - Students will complete vocabulary quizzes using appropriate vocabulary.  
- Students will fill-in and appropriately complete responses based on dialogs. |
| CCSS 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. | - Students will write dialogs demonstrating mastery of vocabulary and cultural forms of address. |
| CCSS 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. | - Students will ask and respond to greetings and farewells with peers and others in the target language. |
| CCSS 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. | - Students will pronounce vocabulary appropriately when role-playing with peers and others.  
- Students will maintain eye contact with peers and speak clearly when presenting in front of the class. |
| CCSS 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 and in question/answer role-play scenarios. |
| CCSS 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. |
## GRADE 6 EXPLORATORY – FRENCH / SPANISH / LATIN
### UNIT I: NAMES/GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

| CCSS 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 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 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 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS 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 | - Students will answer questions based on the text.  
- Students will complete comprehension questions and matching activities.  
- Students will complete vocabulary quizzes. |
| CCSS RI6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | - Students will identify and correctly label important places and geographical locations.  
Students will answer questions and identify cultural symbols such as flags. |
| CCSS 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. | - Students will use their vocabulary knowledge to identify dates of important events and create a calendar. |
| CCSS RI6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | - Students will complete vocabulary quizzes related to the calendar (days of the week, months, etc.).  
- Students will fill-in and answer questions related to current vocabulary. |
| CCSS 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. | - Students will create a holiday card in the target language.  
- Students will make a poster (or other visual aid) using appropriate vocabulary. |
| CCSS 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. | - Students will ask and provide information about their birthdays and favorite holiday in the target language. |
| CCSS 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. | - Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.  
- Students will maintain eye contact with peers and speak clearly when presenting in front of the class. |
| CCSS SL6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See | - Students will speak in a formal manner in presentations and in a familiar manner when communicating |
| CCSS 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 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 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 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 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/Spain)/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 colosseum (Latin)?
- How do students know the difference between singular and plural nouns?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. RL6.4</td>
<td>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</td>
<td>- Students will answer questions based on the text.</td>
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<tr>
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<td></td>
<td>- Students will complete comprehension and matching activities. -Students will complete vocabulary quizzes.</td>
</tr>
<tr>
<td>CCSS RI6.1</td>
<td>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>- Students will identify and correctly label objects in the classroom in the target language.</td>
</tr>
<tr>
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<td></td>
<td>-Students will answer questions using appropriate vocabulary.</td>
</tr>
<tr>
<td>CCSS RI6.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</td>
<td>- Students will complete vocabulary quizzes related to the new vocabulary.</td>
</tr>
<tr>
<td>CCSS W6.2a</td>
<td>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.</td>
<td>- Students will create a shopping list of what supplies they need in class.</td>
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<td>-Students will draw the items found in their backpack.</td>
</tr>
<tr>
<td>CCSS SL6.1c</td>
<td>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</td>
<td>- Students will ask and provide information about what supplies they have in the target language.</td>
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<tr>
<td></td>
<td></td>
<td>-Students will make note of what others have in their backpacks based on what they hear in class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students will listen and appropriately respond to their peers using new vocabulary.</td>
</tr>
<tr>
<td>CCSS SL6.4</td>
<td>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.</td>
<td>-Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.</td>
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<td>-Students will maintain eye contact with peers and speak clearly when presenting in front of the class.</td>
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<td>CCSS SL6.6</td>
<td>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.)</td>
<td>-Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions.</td>
</tr>
</tbody>
</table>
### Grade 6 Exploratory – French / Spanish / Latin

**Unit IV: In the Classroom (French/Spanish)/In the Colosseum (Latin)**

| CCSS 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 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 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 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 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.

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.

<table>
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</table>
| CCSS 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 | - Students will answer questions based on the text.  
- Students will complete comprehension questions and matching activities using vocabulary.  
- Students will complete vocabulary quizzes. |
| CCSS RI6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | - Students will identify weather conditions in various cities in the target language.  
- Students will answer questions using appropriate vocabulary. |
| CCSS RI6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | - Students will complete vocabulary quizzes related to the new vocabulary. |
| CCSS 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. | - Students will create a weather forecast using appropriate vocabulary and idioms in the target language.  
- Students will draw a weather map and label appropriate weather conditions. |
| CCSS 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. | - Students will ask and provide information about the weather in dialogs with peers.  
- Students will share today’s weather and compare it to other seasonal conditions.  
- Students will listen and appropriately respond to their peers when asked of their favorite season.  
- Students will discuss weather/seasons in connection with holidays using prior vocabulary in dialogs with peers. |
| CCSS 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. | - Students will pronounce vocabulary appropriately when speaking/presenting to peers and others.  
- Students will maintain eye contact with peers and speak clearly when presenting in front of the class. |
**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.

<table>
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<tr>
<th>CCSS</th>
<th>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.)</th>
<th>Students will speak in a formal manner in presentations and in a familiar manner when communicating with peers in class discussions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL6.6</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use appropriate word order and syntax when speaking or responding to questions or in dialogs with peers and others.</td>
</tr>
<tr>
<td>L6.1</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>L6.2</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Students will use the appropriate pronoun when giving information about themselves or asking about others.</td>
</tr>
<tr>
<td>L6.3</td>
<td>Use context as a clue to the meaning of a word or phrase.</td>
<td>Students will use prior knowledge and other cues to determine word meaning.</td>
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<tr>
<td>L6.4c</td>
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</tr>
</tbody>
</table>

**RESOURCES**

Autentico A 2018 student edition published by Pearson
Autentico A 2018 digital courseware by Pearson
Teacher created materials
www.onlinefreespanish.com
www.quizlet.com
www.conjuguemos.com
www.create.kahoot.com
www.youtube.com
www.spanishlistening.org
GRADED 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 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 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?
<table>
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<tr>
<th>Standard</th>
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</thead>
</table>
| CCSS. 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 answer questions based on the text.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues.                                                                                                                                                                                                 |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read.                                                                                                                                                               |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read.                                                                                                                                                                           |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits.                                                                                                                                                                             |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language.                                                                                                                                 |

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

Waterford Public Schools
## GRADE 7 FRENCH
### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

| CCSS 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS 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 [here](#) 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 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS 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 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 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 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?
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<thead>
<tr>
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-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues.                                                                                             |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read.                                                         |
| CCSS. 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. 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 complete vocabulary quizzes using appropriate vocabulary.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read.                                                                               |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits.                                                                 |
<p>| CCSS. 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.                                                                                                        |</p>
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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

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-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| RL 7.4   |                                                                                          |                                                                                                                                 |
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| RI 7.1   |                                                                                          |                                                                                                                                 |
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| RL 7.4   |                                                                                          |                                                                                                                                 |
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-Students will share information from what they’ve read. |
| RL 7.4   |                                                                                          |                                                                                                                                 |
| CCSS.    | 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.  
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-Students will revise their work based on teacher edits. |
| W 7.2a   |                                                                                          |                                                                                                                                 |
| CCSS.    | 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.  
-Students will participate in one- | SL 7.1c |
| SL 7.1c  |                                                                                          |                                                                                                                                 |
## GRADE 7 FRENCH

### UNIT III: CALENDAR AND WEATHER

| CCSS. 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. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
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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

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- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language. |
<p>| CCSS. 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.     |</p>
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<th>Grade 7 French</th>
<th>Unit IV: In Town/Following Directions</th>
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<td>use appropriate eye contact, adequate volume, and clear pronunciation.</td>
<td>Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</td>
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<td>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 here for specific expectations.)</td>
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<td>CCSS. L.7.1</td>
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<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>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.</td>
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<td>CCSS. L.7.4c</td>
<td>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.</td>
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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?
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<td>-Students will answer questions based on the text. -Students will complete comprehension questions and matching activities based on what they’ve read. -Students will complete vocabulary quizzes. -Students will read short dialogues.</td>
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<td>CCSS. RI 7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read. -Students will answer questions based on the text. -Students will fill in and complete dialogues based on what they’ve read.</td>
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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?
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<tr>
<td>CCSS. W 7.2a</td>
<td>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.</td>
<td>- Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</td>
</tr>
<tr>
<td>CCSS. SL 7.1c</td>
<td>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.</td>
<td>- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</td>
</tr>
<tr>
<td>CCSS. SL 7.4</td>
<td>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 freshness.</td>
<td>- Students will revise their work based on teacher edits.</td>
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<td>- Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
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<td>- Students will pronounce vocabulary words appropriately when role-playing with peers and others.</td>
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</table>
### GRADE 7 FRENCH
#### UNIT VI: TELLING TIME

| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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 | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.  
-Students will maintain eye contact |
| CCSS. 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 here 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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 expresses 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 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 uses 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
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<tbody>
<tr>
<td>CCSS. RL 7.4</td>
<td>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.</td>
<td>-Students will answer questions based on the text. -Students will complete comprehension questions and matching activities based on what they’ve read. -Students will complete vocabulary quizzes. -Students will read short dialogues.</td>
</tr>
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<td>CCSS. RI 7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read. -Students will answer questions based on the text. -Students will fill in and complete dialogues based on what they’ve read.</td>
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<td>CCSS. RI 7.2</td>
<td>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.</td>
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<td>-Students will complete vocabulary quizzes using appropriate vocabulary. -Students will fill-in and complete responses based on dialogues. -Students will share information from what they’ve read.</td>
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<td>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.</td>
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<td>CCSS. SL 7.1c</td>
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<td>-Students will ask and respond to greetings and farewells with peers and others in the target language. -Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
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<tr>
<td>CCSS. SL 7.4</td>
<td>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.</td>
<td>-Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak</td>
</tr>
</tbody>
</table>
# GRADE 7 FRENCH

## UNIT VIII: FOODS AND CULTURAL TRADITIONS

| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
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| CCSS. 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. 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](https://leconjugueur.lefigaro.fr/conjugaison/verbe)
- [www.commeunedancaise.com](http://www.commeunedancaise.com)
- [www.thefrenchexperiment.com/learn-french](http://www.thefrenchexperiment.com/learn-french)
- [www.iletaitunehistoire.com](http://www.iletaitunehistoire.com)
- [https://learnfrenchypodcast.com/beginner.php](https://learnfrenchypodcast.com/beginner.php)
- [www.newssinlowfrench.com](http://www.newssinlowfrench.com)
- [https://www.youtube.com/watch?v=LgA3Ynirhms](https://www.youtube.com/watch?v=LgA3Ynirhms) (dialogues)
- [www.digitaldialects.com/French](http://www.digitaldialects.com/French)
- [https://fr.brainpop.com/](https://fr.brainpop.com/)
- [www.languageguide.org](http://www.languageguide.org)
<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Trimester</th>
<th>2nd Trimester</th>
<th>3rd Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Greetings/Salutations/Farewells</strong></td>
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<tr>
<td>Greetings/Salutations/Farewells</td>
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<tr>
<td>Ça va expressions</td>
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<tr>
<td>Irregular verb <em>avoir</em></td>
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<tr>
<td>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)</td>
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<tr>
<td><em>Avoir</em> + age expression</td>
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<tr>
<td>Irregular verb <em>être</em></td>
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<tr>
<td>Adjectives of nationality</td>
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<tr>
<td>Review of colors &amp; numbers</td>
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<tr>
<td>Review subject pronouns, difference between <em>tu</em> &amp; <em>Vous</em></td>
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<tr>
<td><strong>Unit 2 Likes &amp; Dislikes</strong></td>
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<tr>
<td>Conjugating regular -er verbs in Present tense (<em>aimer, adorer, détester, bavarder, danser, chanter, jouer, inviter, visiter, rater</em>, for examples)</td>
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<tr>
<td>Making a negative sentence using <em>ne...pas</em></td>
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<tr>
<td>Using simple adjectives to describe</td>
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<tr>
<td>Asking questions using <em>Est-ce que</em>, intonation or inversion and answering in target language</td>
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<tr>
<td>Verb + infinitive construction (<em>aimer</em> + infinitive)</td>
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<tr>
<td>Word order and adjective placement in sentences</td>
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<tr>
<td><strong>Unit 3 Calendar &amp; Weather</strong></td>
<td>X</td>
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<tr>
<td>Day/Month/Season vocabulary</td>
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<tr>
<td>Identifying dates/days on calendar</td>
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<tr>
<td>Asking and answering questions about one’s birthday</td>
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<tr>
<td>Identifying weather in French (using verb <em>faire, il form</em>)</td>
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<tr>
<td>Verb <em>commencer</em></td>
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<tr>
<td><strong>Unit 4 In Town</strong></td>
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<tr>
<td>Places in Town like <em>la poste, le parc, etc.</em></td>
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<tr>
<td>Irregular verb <em>aller</em></td>
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<tr>
<td>Forms of the contraction <em>à</em></td>
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<tr>
<td>Directional vocabulary (<em>à gauche, en face de, etc.</em>)</td>
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<tr>
<td>Recognizing commands in the <em>Tu</em> &amp; <em>VOS</em> forms</td>
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<tr>
<td><strong>Unit 5 Home</strong></td>
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<tr>
<td>House vocabulary like: <em>la cuisine, le salon, etc.</em></td>
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<tr>
<td>Additional furniture vocabulary like <em>le four, le lit, la lampe</em></td>
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<tr>
<td>Prepositional phrases like <em>entre, près de, à droite de, etc.</em> to indicate location of furnishings in a room</td>
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<td>Question words like <em>comment, qui, quand, pourquoi, où</em></td>
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<tr>
<td>Verb <em>manger</em> (and other -ger verbs)</td>
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<tr>
<td>Answering questions with <em>Qu’est-ce que</em></td>
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<tr>
<td>The expression <em>il y a</em></td>
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<tr>
<td>Additional adjectives of description like <em>grand, petit, confortable, for examples</em></td>
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<tr>
<td>Unit 6 Telling Time</td>
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<td>Review numbers through 60</td>
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<tr>
<td>Telling time vocabulary</td>
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<tr>
<td>(military time)</td>
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<tr>
<td>Time of day vocabulary</td>
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<td><em>(le matin, etc.)</em></td>
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<tr>
<th>Unit 7 School</th>
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<tbody>
<tr>
<td>School subject vocabulary</td>
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<tr>
<td>Identifying courses on a</td>
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<tr>
<td>schedule Ordinal numbers</td>
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<tr>
<td><em>(premier, deuxième, etc.)</em></td>
<td>Verb <em>préférer</em></td>
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<tr>
<td>Forms of interrogative</td>
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<tr>
<td>adjective <em>quel</em></td>
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<tr>
<td>Additional adjectives of</td>
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<tr>
<td>descriptions like: <em>amusant</em>,</td>
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<tr>
<td><em>difficile</em>, <em>ennuyeux</em></td>
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<tr>
<th>Unit 8 Foods and Cultural Traditions</th>
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<tbody>
<tr>
<td>Food &amp; drink vocabulary</td>
<td></td>
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<tr>
<td>Irregular verb <em>boire</em></td>
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<tr>
<td><em>Avoir</em> expressions: <em>avoir faim</em> &amp;</td>
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<tr>
<td><em>avoir soif</em></td>
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<tr>
<td>Additional adjectives of description</td>
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<td>like <em>dégoûtant</em>, <em>bon</em>, <em>bonne</em>,</td>
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<td><em>sucré</em></td>
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<td>Partitive <em>de</em></td>
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(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 takes leave of others?
How does one asks 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 change nouns from singular to plural?
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?
How does one asks and answers basic questions?
### GRADE 8 FRENCH
**UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
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<tbody>
<tr>
<td>CCSS. RL 8.4</td>
<td>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.</td>
<td>- Students will answer questions based on the text. - Students will complete comprehension questions and matching activities based on what they’ve read. - Students will complete vocabulary quizzes. - Students will read short dialogues.</td>
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<td>CCSS. RI 8.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>- Students will identify vocabulary based on what they’ve read. - Students will answer questions based on the text. - Students will fill in and complete dialogues based on what they’ve read.</td>
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<td>CCSS. RI 8.2</td>
<td>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.</td>
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<td>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.</td>
<td>- Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address. - Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure. - Students will revise their work based on teacher edits.</td>
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<td>CCSS. SL 8.1c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</td>
<td>- Students will ask and respond to greetings and farewells with peers and others in the target language. - Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
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<td>CCSS. SL 8.4</td>
<td>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.</td>
<td>- Students will pronounce vocabulary words appropriately when role-playing with peers and others. - Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</td>
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| CCSS. 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.
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<td>Students will spell words correctly using appropriate accents and macrons.</td>
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<td>CCSS. L 8.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>CCSS. L 8.4c</td>
<td>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.</td>
<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
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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? Le 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?
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- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. |
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| CCSS. 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.  
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- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
- Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
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## GRADE 8 FRENCH

### UNIT II: ONESELF

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

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| CCSS. L. 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on [grade 8 reading and content](#), choosing flexibly from a range of strategies. | Students will use prior knowledge and other cues to determine word meaning. |
| CCSS. 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. |
## 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

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## GRADE 8 FRENCH
### UNIT IV: LEISURE ACTIVITIES

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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?
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<td>-Students will answer questions based on the text.</td>
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<td>-Students will complete comprehension questions and matching activities based on what they’ve read.</td>
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<td>CCSS. RI 8.1</td>
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<td>-Students will identify vocabulary based on what they’ve read.</td>
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<td>-Students will fill in and complete dialogues based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS. RI 8.2</td>
<td>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.</td>
<td>-Students will answer questions based on a text.</td>
</tr>
<tr>
<td>CCSS. RI 8.4</td>
<td>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.</td>
<td>-Students will complete vocabulary quizzes using appropriate vocabulary.</td>
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<td>-Students will fill-in and complete responses based on dialogues.</td>
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<td>-Students will share information from what they’ve read.</td>
</tr>
<tr>
<td>CCSS. W 8.2a</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</td>
</tr>
<tr>
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<td></td>
<td>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</td>
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<tr>
<td></td>
<td></td>
<td>-Students will revise their work based on teacher edits.</td>
</tr>
<tr>
<td>CCSS. SL 8.1c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>-Students will ask and respond to greetings and farewells with peers and others in the target language.</td>
</tr>
<tr>
<td></td>
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<td>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
</tr>
<tr>
<td>CCSS. SL 8.4</td>
<td>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.</td>
<td>-Students will pronounce vocabulary words appropriately when role-playing with peers and others.</td>
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<td>-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a</td>
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</table>
### GRADE 8 FRENCH
#### UNIT V: TRANSPORTATION

<table>
<thead>
<tr>
<th>CCSS. SL 8.6</th>
<th>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.)</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. L 8.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS. L 8.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS. L 8.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS. L 8.4a</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
<td>Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS. L 8.4c</td>
<td>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.</td>
<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>-Students will answer questions based on the text.</td>
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<tr>
<td>RL 8.4</td>
<td></td>
<td>-Students will complete comprehension questions and matching activities based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read.</td>
</tr>
<tr>
<td>RI 8.1</td>
<td></td>
<td>-Students will answer questions based on the text.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>-Students will fill in and complete dialogues based on what they’ve read.</td>
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<tr>
<td>RI 8.2</td>
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<td>-Students will complete vocabulary quizzes using appropriate vocabulary.</td>
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<tr>
<td>RI 8.4</td>
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<td>-Students will share information from what they’ve read.</td>
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<td>CCSS.</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</td>
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<tr>
<td>W 8.2a</td>
<td></td>
<td>-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</td>
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<tr>
<td>CCSS.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</td>
<td>-Students will revise their work based on teacher edits.</td>
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<tr>
<td>SL 8.1c</td>
<td></td>
<td>-Students will ask and respond to greetings and farewells with peers and others in the target language.</td>
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<tr>
<td>CCSS.</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant vocabulary words appropriately.</td>
<td>-Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
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<tr>
<td>SL 8.4</td>
<td></td>
<td>-Students will pronounce vocabulary words appropriately</td>
</tr>
<tr>
<td>CCSS. SL 8.6</td>
<td>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.)</td>
<td>Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</td>
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<tr>
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<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
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<tr>
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<td>CCSS. L 8.4c</td>
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<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
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# GRADE 8 FRENCH
## UNIT VII: SUMMER

<table>
<thead>
<tr>
<th>Objectives for Unit VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to talk about their summer plans in French using Near Future tense (aller + infinitive).</td>
</tr>
<tr>
<td>Students will be able to use all three categories of regular verbs in French to communicate activities or plans for their summer vacation.</td>
</tr>
<tr>
<td>Students will be able to discuss chores and responsibilities that they have at home.</td>
</tr>
<tr>
<td>Students will be able to ask and answer questions about their summer vacation using the target language and related vocabulary.</td>
</tr>
<tr>
<td><strong>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Questions for Unit VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does one express what is going to take place in French using Near Future tense?</td>
</tr>
<tr>
<td>How does weather play a role in what activities one does in the summer?</td>
</tr>
<tr>
<td>How does one express what responsibilities one has at home (if any) using the target language?</td>
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<tr>
<td>How does one ask questions and answer questions of others using relative vocabulary in the target language?</td>
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<tr>
<td>Standard</td>
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-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues.                                                                                                                                 |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read.                                                                                                                                               |
| CCSS. 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.                                                                                                                                                                        |
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-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read.                                                                                                                                                       |
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-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits.                                                                                                                                                    |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language.                                                                                                               |
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).                                                                                   |
<p>| CCSS. SL 8.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when necessary.                                                                                                                                 | -Students will speak in a formal manner in presentations and in a familiar environment.                                                                                                                                   |</p>
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<th>CCSS. L. 8.1</th>
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<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
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<td>Unit or Grade Level Expectations</td>
<td>1st Trimester</td>
<td>2nd Trimester</td>
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<tr>
<td><strong>Unit 1 Greetings/Salutations/Farewells</strong></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ça va expressions</td>
<td></td>
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<tr>
<td>Irregular verb <em>avoir</em></td>
<td></td>
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<tr>
<td>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)</td>
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<tr>
<td><em>Avoir</em> + age expression</td>
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<tr>
<td>Irregular verb <em>être</em></td>
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<tr>
<td>Review of agreement of adjectives (use nationality)</td>
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<tr>
<td>Review subject pronouns, difference between <em>tu &amp; Vous</em></td>
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<tr>
<td>Making a negative sentence using <em>ne...pas</em></td>
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<tr>
<td><strong>Unit 2 Oneself</strong></td>
<td>X</td>
<td></td>
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<tr>
<td>Adjectives of physical description like <em>grand, petit, gros, mince, etc.</em> (and agreement of)</td>
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<tr>
<td>Word order of adjectives/nouns (BAGS adjectives)</td>
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<tr>
<td>Descriptions of hair/eyes vocabulary and other distinguishing features</td>
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<tr>
<td>Body parts vocabulary</td>
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<tr>
<td>Using the expression <em>avoir mal</em>, plus the forms of the contraction <em>à</em></td>
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<tr>
<td>Other <em>avoir</em> expressions like <em>avoir tort, avoir raison, avoir besoin de</em>, for example</td>
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<tr>
<td><strong>Unit 3 Clothing/Taking a Trip</strong></td>
<td>X</td>
<td></td>
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<tr>
<td>Clothing vocabulary</td>
<td></td>
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<tr>
<td>Review of conjugating regular -er verbs like <em>porter</em></td>
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<tr>
<td>Review of conjugating -ger verbs like <em>voyager</em></td>
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<tr>
<td>Forms of demonstrative adjective <em>ce</em></td>
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<tr>
<td>Review of weather/season vocabulary (plus additional expressions for varying weather conditions)</td>
<td></td>
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<tr>
<td>Asking and answering questions about what one wears at various times of year or for various events</td>
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<tr>
<td>Irregular verb <em>aller</em></td>
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<tr>
<td><strong>Unit 4 Leisure Activities</strong></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Leisure Activities/Sports/Hobby vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>Irregular verb <em>faire</em></td>
<td></td>
<td></td>
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<tr>
<td>Conjugating regular -ir verbs in Present tense (<em>choisir, finir, grossir, maigrir</em>, for examples)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irregular verbs <em>sortir &amp; dormir</em> (including verbs <em>partir &amp; servir</em>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressions of time like <em>souvent, de temps en temps, le lundi</em></td>
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</tbody>
</table>
## GRADE 8 FRENCH PACING GUIDE

### Unit 5 Transportation
Places where French is spoken other than France
Prepositional phrases (before geographic names) like *en France, au Maroc, aux États-Unis*
Vocabulary for Modes of Transportation like *à pied, en voiture, en avion*, for example
Question words like *quand, pourquoi, où, qui*
Answering questions with *Qu’est-ce que*
Conjugating regular -rc verbs in Present tense (*rendre, descendre*, etc.)
Irregular verb *prendre*
Possessive adjectives

### Unit 6 Jobs & Professions
Near Future (*aller + infinitive*)
Vocabulary for jobs/professions (nouns that change from masculine to feminine forms like *musicien* to *musicienne* or *acteur* to *actrice*
Irregular verbs *voulir & pouvoir*

### Unit 7 Summer
Summer activity vocabulary
Chores & household responsibility vocabulary
Review Near Future tense (*aller + infinitive*)
Review asking and answering questions with *Est-ce que* and *Qu’est-ce que*

### RESOURCES

- [www.wordreference.com](http://www.wordreference.com)  [www.quizlet.com](http://www.quizlet.com)  (vocabulary practice)
- [https://leconjugueur.lefigaro.fr/conjugaison/verbe](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](https://learnfrenchbypodcast.com/beginner.php)
- [www.newsinslowfrench.com](http://www.newsinslowfrench.com)
- [https://www.youtube.com/watch?v=LgA3Ynirhms](https://www.youtube.com/watch?v=LgA3Ynirhms)  (dialogues)
- [www.digitaldialects.com/French](http://www.digitaldialects.com/French)
- [https://fr.brainpop.com/](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

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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?
<table>
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-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
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| CCSS. 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

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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

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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 no 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

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

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## 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

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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.

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

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<td>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.</td>
<td>-Students will complete vocabulary quizzes using appropriate vocabulary. -Students will fill-in and complete responses based on dialogues. -Students will share information from what they’ve read.</td>
</tr>
<tr>
<td>CCSS. W 7.2a</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address. -Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure. -Students will revise their work based on teacher edits.</td>
</tr>
<tr>
<td>CCSS. SL 7.1c</td>
<td>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.</td>
<td>-Students will ask and respond to greetings and farewells with peers and others in the target language. -Students will participate in one-to-one conversations/dialogues</td>
</tr>
</tbody>
</table>
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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. |
### 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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. |
| CCSS. 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 [here](#) 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. |
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| CCSS. 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. 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. 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

<table>
<thead>
<tr>
<th>Objectives for Unit VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will recognize vocabulary for various school supplies in the target language.</td>
</tr>
<tr>
<td>Students will describe where things are located in the classroom using prepositions.</td>
</tr>
<tr>
<td>Students will be able to use the contraction ‘del’</td>
</tr>
<tr>
<td>Students will be able to use the plural form of nouns and articles.</td>
</tr>
<tr>
<td>Students will be able to show possession using ‘de’</td>
</tr>
<tr>
<td>Students will be able to use the verb ‘estar’ to tell where things/people are located.</td>
</tr>
<tr>
<td>Students will be able to use interrogative words to ask questions</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Essential Questions for Unit VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does one identify school supplies in the target language?</td>
</tr>
<tr>
<td>How does one express location of items/supplies in the classroom in the target language?</td>
</tr>
<tr>
<td>How does one describe and compare the school day here vs. the school day in another country?</td>
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<td>What differences exist between school in the US and school in another country?</td>
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<td>How does one compare one’s class schedule to that of another student in the target language?</td>
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# GRADE 7 SPANISH
## UNIT VII: SCHOOL OBJECTS & THEIR LOCATION IN THE CLASSROOM

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<thead>
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-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. SL 7.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with                                                                                                                             | -Students will pronounce vocabulary words appropriately |

Waterford Public Schools
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. 
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
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<tbody>
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<td>CCSS. SL 7.6</td>
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-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
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RESOURCES

Autentico A 2018 student edition published by Pearson
Autentico A 2018 digital courseware by Pearson
Teacher created materials
www.onlinefreespanish.com
www.quizlet.com
www.conjuguemos.com
www.youtube.com
www.spanishlistening.org
www.create.kahoot.com

Waterford Public Schools
<table>
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<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Trimester</th>
<th>2nd Trimester</th>
<th>3rd Trimester</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Greetings/Introductions/Farewells/ Useful Expressions</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>¿Cómo estás? ¿Cómo te llamas? ¿De dónde eres? ¿Y tú? ¿Y usted?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(mu) 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</td>
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<tr>
<td>Identifying noun: el papel, el cuaderno, la carpeta, el libro, el pupitre, el escritorio, el bolígrafo, el lápiz. Review of gender with definite and indefinite articles, making nouns plural</td>
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<tr>
<td>Irregular verb <em>ser</em> (yo and tú)</td>
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<tr>
<td>Review of numbers (0-60)</td>
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<tr>
<td>¿Cuántos años tienes? Tengo …...años. <em>Tener</em> + age expression (yo and tú)</td>
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<tr>
<td>Review subject pronouns, difference between <em>tú</em> &amp; <em>Ud.</em></td>
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<tr>
<td><strong>Unit 2</strong></td>
<td>X</td>
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<tr>
<td>Calendar and weather</td>
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<tr>
<td>Day/Month/Season Vocabulary</td>
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<tr>
<td>Identifying dates/days on calendar</td>
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<tr>
<td>Asking and answering questions about one’s birthday</td>
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</tr>
<tr>
<td>¿Cuándo es tu cumpleaños?</td>
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<tr>
<td>Mi cumpleaños es el ……de…..</td>
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<tr>
<td>Identifying weather in Spanish</td>
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<tr>
<td>¿Qué tiempo hace?</td>
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<tr>
<td>Hace frío/calor/ sol/ viento/buen tiempo/mal tiempo</td>
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<tr>
<td>Está nublado/lloviendo/ nevando</td>
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<tr>
<td>Hay tormentas</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<td>X</td>
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<tr>
<td>Likes and Dislikes</td>
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<tr>
<td>Expressing likes with <em>A mi (No)</em> <em>Me gusta</em> + verb in infinitive</td>
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<tr>
<td>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</td>
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<tr>
<td>Showing agreement with <em>a mi también / tampoco</em></td>
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<tr>
<td>Making a negative sentence using <em>ni...ni, nada, no, tampoco</em></td>
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<tr>
<td>Talking about what others like using <em>te gusta, le gusta</em></td>
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<tr>
<td>Asking and answering what others like to do using <em>qué te/le gusta hacer? Te gusta, le gusta...</em></td>
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</tbody>
</table>
**GRADE 7 SPANISH**
**PACING GUIDE**

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<tr>
<th>Unit 4</th>
<th>Descriptions of people</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using simple adjectives to describe (soy, eres, es + adj)</td>
</tr>
<tr>
<td></td>
<td>Artístico(a), atrevido(a), bueno(a), deportista, desordenado(a),</td>
</tr>
<tr>
<td></td>
<td>estudioso(a), gracioso(a), impaciente, inteligente, ordenado(a), paciente,</td>
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<tr>
<td></td>
<td>perezoso(a), reservado(a), serio(a), simpático(a), sociable, talentoso(a),</td>
</tr>
<tr>
<td></td>
<td>trabajador(a).</td>
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<td></td>
<td>Word order, articles and adjective placement and agreement in sentences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Describing family members by age, relationship, and personality traits.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(hermano/a, primo/a, madre, padre, abuelo/a, tío/a, madrastra,</td>
</tr>
<tr>
<td></td>
<td>padrastro, etc.)</td>
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<tr>
<td></td>
<td>Irregular verb ‘tener’ in the singular forms.</td>
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<thead>
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<th>Unit 6</th>
<th>School Life</th>
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<tbody>
<tr>
<td></td>
<td>Subject pronouns</td>
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<tr>
<td></td>
<td>Conjugating regular -ar verbs in Present tense (hablar, estudiar,</td>
</tr>
<tr>
<td></td>
<td>necesitar, enseñar, escuchar, bailar, cantar, pasar, trabajar)</td>
</tr>
<tr>
<td></td>
<td>Tengo and tienes</td>
</tr>
<tr>
<td></td>
<td>School subjects/schedules/supplies</td>
</tr>
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<td></td>
<td>Ordinal numbers</td>
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<thead>
<tr>
<th>Unit 7</th>
<th>Describing where things are located in the classroom.</th>
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<tbody>
<tr>
<td></td>
<td>Prepositions (cerca de, al lado de, a la derecha, a la izquierda, enfrente,</td>
</tr>
<tr>
<td></td>
<td>lejos de, detrás de)</td>
</tr>
<tr>
<td></td>
<td>Irregular verb estar</td>
</tr>
<tr>
<td></td>
<td>Forms of the contraction del</td>
</tr>
</tbody>
</table>

| | 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?
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| CCSS.      | 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| RL 8.4     |                                                                                                                                                                                                                         |                                                                                                           |
| CCSS.      | 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| RI 8.1     |                                                                                                                                                                                                                         |                                                                                                           |
| CCSS.      | 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.                                                          |
## GRADE 8 SPANISH
### UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | -Students will use prior knowledge and other cues to determine word meaning. |
| CCSS. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. RL 7.4</td>
<td>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.</td>
<td>- Students will answer questions based on the text.</td>
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<td>- Students will complete comprehension questions and matching activities based on what they’ve read.</td>
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<tr>
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<td>- Students will complete vocabulary quizzes.</td>
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<td>- Students will read short dialogues.</td>
</tr>
<tr>
<td>CCSS. RI 7.1</td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>- Students will identify vocabulary based on what they’ve read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students will answer questions based on the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students will fill in and complete dialogues based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS. RI 7.2</td>
<td>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.</td>
<td>- Students will answer questions based on a text.</td>
</tr>
<tr>
<td>CCSS. RI 7.4</td>
<td>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.</td>
<td>- Students will complete vocabulary quizzes using appropriate vocabulary.</td>
</tr>
<tr>
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<td></td>
<td>- Students will fill-in and complete responses based on dialogues.</td>
</tr>
<tr>
<td></td>
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<td>- Students will share information from what they’ve read.</td>
</tr>
<tr>
<td>CCSS. W 7.2a</td>
<td>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.</td>
<td>- Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</td>
</tr>
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<td></td>
<td>- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</td>
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<tr>
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<td></td>
<td>- Students will revise their work based on teacher edits.</td>
</tr>
<tr>
<td>CCSS. SL 7.1c</td>
<td>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.</td>
<td>- Students will ask and respond to greetings and farewells with peers and others in the target language.</td>
</tr>
<tr>
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<td></td>
<td>- Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
</tr>
<tr>
<td>CCSS. SL 7.4</td>
<td>Present claims and findings, emphasizing salient points in a focused, coherent manner with</td>
<td>- Students will pronounce vocabulary words appropriately</td>
</tr>
</tbody>
</table>

Waterford Public Schools
### GRADE 8 SPANISH
#### UNIT II: IN THE HOME

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS SL 7.6</td>
<td>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.)</td>
<td>- 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.</td>
</tr>
<tr>
<td>CCSS L 7.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>- Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. - Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS L 7.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>- Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS L 7.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>- Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS L 7.4a</td>
<td>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.</td>
<td>- Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS L 7.4c</td>
<td>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.</td>
<td>- Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
</table>
### GRADE 8 SPANISH
### UNIT III: FOOD & CULTURAL TRADITIONS

<table>
<thead>
<tr>
<th>Objectives for Unit III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to discuss foods they eat or drink.</td>
</tr>
<tr>
<td>Students will be able to talk about food and beverage preferences at various meal times.</td>
</tr>
<tr>
<td>Students will be able to express what foods they like and dislike.</td>
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<tr>
<td>Students will be able to use regular -er and -ir verbs in the present tense.</td>
</tr>
<tr>
<td>Students will be able to use frequency words to describe how often something is done.</td>
</tr>
<tr>
<td>Students will be able to express hunger or thirst using the appropriate expressions in the target language.</td>
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<tr>
<td>Students will be able to compare meals and meal times among cultures.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Essential Questions for Unit III</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does one identify foods/drinks in the target language?</td>
</tr>
<tr>
<td>How does one talk about foods/drinks for various meal times?</td>
</tr>
<tr>
<td>How are meal times different in the US and in Spanish speaking countries?</td>
</tr>
<tr>
<td>How does one express one’s likes or dislikes of certain foods/drinks?</td>
</tr>
<tr>
<td>How does one use the verb to like with nouns to express preferences in the target language?</td>
</tr>
<tr>
<td>How does one use the expressions to have hunger or thirst in the target language?</td>
</tr>
<tr>
<td>How does one compare a traditional meal choice in the US to that in a Spanish speaking country?</td>
</tr>
<tr>
<td>Standard</td>
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<tr>
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<tr>
<td>CCSS. RL 7.4</td>
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<td>CCSS. RI 7.1</td>
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<td>CCSS. RI 7.2</td>
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<td>CCSS. RI 7.4</td>
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<td>CCSS. W 7.2a</td>
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<tr>
<td>CCSS. SL 7.1c</td>
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</tbody>
</table>

Waterford Public Schools
# GRADE 8 SPANISH
## UNIT III: FOOD & CULTURAL TRADITIONS

| CCSS. 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. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
- Students will maintain eye contact |
| CCSS. 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 [here](#) 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. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | Students will use prior knowledge and other cues to determine word meaning. |
| CCSS. 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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. L 8.4a | Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. | -Students will use prior knowledge and other cues to determine word meaning. |
| CCSS. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
-Students will maintain eye contact |
### GRADE 8 SPANISH
### UNIT VI: SUMMER

<table>
<thead>
<tr>
<th>CCSS. SL 8.6</th>
<th>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.)</th>
<th>-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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. L 8.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>-Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS. L 8.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>-Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS. L 8.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>-Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS. L 8.4a</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</td>
<td>-Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS. L 8.4c</td>
<td>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.</td>
<td>-Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
</table>

### RESOURCES

- Autentico A 2018 student edition published by Pearson
- Autentico A 2018 digital courseware by Pearson
- Teacher created materials
  - [www.onlinenewswww.pspanish.com](www.onlinenewswww.pspanish.com)
  - [www.quizlet.com](www.quizlet.com)
  - [www.conjuguemos.com](www.conjuguemos.com)
  - [www.create.kahoot.com](www.create.kahoot.com)
  - [www.youtube.com](www.youtube.com)
  - [www.spanishlistening.org](www.spanishlistening.org)
### GRADE 8 SPANISH PACING GUIDE

<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Trimester</th>
<th>2nd Trimester</th>
<th>3rd Trimester</th>
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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Greetings/Farewells/Useful Expressions</td>
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<tr>
<td>Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)</td>
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<tr>
<td>Review how to state age</td>
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<tr>
<td>Review of agreement of adjectives (use nationality)</td>
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<tr>
<td>Review subject pronouns, difference between formal and informal</td>
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<tr>
<td>Making a negative sentence - word order</td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td>In the home</td>
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<tr>
<td>House vocabulary like: la cocina, el cuarto, la sala, el baño, el patio</td>
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<tr>
<td>Additional furniture vocabulary like la mesa, la cama, el televisor, el sofá, la silla</td>
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<tr>
<td>Question words ¿qué?, ¿dónde?</td>
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<tr>
<td>Review -ar conjugations: Limpiar, estudiar, descansar, cocinar, lavar, hablar, mirar, trabajar.</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td>Foods and Cultural Traditions</td>
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<tr>
<td>Food &amp; drink vocabulary</td>
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<tr>
<td>Regular -er and -ir verbs (comer, compartir, beber)</td>
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<tr>
<td>Tener expressions: Tengo hambre and Tengo sed</td>
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<tr>
<td>Additional adjectives of description like sabroso, horrible, asqueroso, delicioso, rico</td>
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<tr>
<td>Review expressions ‘me gusta comer/beber...’, ‘no me gusta comer/beber...’</td>
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<tr>
<td><strong>Unit 4</strong></td>
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<tr>
<td>After School Activities</td>
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<tr>
<td>Describing weekly activities and places you go to after school or on the weekends.</td>
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<tr>
<td>Places in town: La biblioteca, el café, el campo, la playa etc.</td>
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<tr>
<td>Irregular verb ir</td>
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<tr>
<td>Expressions of time like (por la tarde, el lunes, los lunes, todos los días, nunca, etc.)</td>
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<tr>
<td>Contraction: al</td>
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<tr>
<td>Para + infinitive</td>
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<tr>
<td><strong>Unit 5</strong></td>
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<tr>
<td>Asking and answering questions to talk about where you go, with whom you go, when things are done, or where someone is from.</td>
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<tr>
<td>Interrogative words: qué, cómo, quién, con quién, dónde, cuántos(as), adónde, de dónde, cuál, por qué, cuándo</td>
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<tr>
<td>Word order for questions and answers.</td>
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<tr>
<td>Unit 6</td>
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<tr>
<td>Near Future (<em>it +a+ infinitive</em>)</td>
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<tr>
<td>Vocabulary for activities outside of school: <em>Ir de cámping, el concierto, la fiesta, el partido.</em></td>
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<tr>
<td>Sports: <em>el fútbol el voleibol, el golf, el tenis, el béisbol, el básketbol, el fútbol americano.</em></td>
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<tr>
<td>Extend, accept and decline invitations using the expressions: <em>te gustaría, quieres, puedes, sabes, lo siento, tengo que, etc.</em></td>
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<td>Tell when an event happens: ¿A qué hora? , ¿cuándo?</td>
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<td>The irregular verbs <em>saber, jugar, preferir, poder.</em></td>
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<tr>
<td><strong>Unit 7</strong></td>
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<tr>
<td>Summer activity vocabulary: <em>viajar, visitar, empaquetar, llevar and previously learned verbs.</em></td>
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<tr>
<td>Review Near Future tense (<em>ir a+ infinitive</em>)</td>
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<tr>
<td>Review asking and answering yes/no questions and open ended questions.</td>
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</table>
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will answer questions both in writing and orally based on their readings.  
- Students will correctly trace the origins and spread of the Roman alphabet.  
- Students will create and label maps based on their reading.  
- Students will recognize, define, and appropriately use classroom-specific vocabulary. |
| 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.) | - Students will fill in and complete dialogues with partners.  
- Students will write dialogues tailored to their individual situations.  
- Students will write short responses and essays on unit topics.  
- Students will write summaries and paraphrases based upon the text.  
- Students will revise their writing based on peer and teacher input. |
| 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. | - Students will use appropriate word order and syntax when speaking or writing.  
- Students will use appropriate grammar in speaking and writing.  
- Students will recognize, define and appropriately use Latin vocabulary related to unit topics.  
- Students will use dictionaries and other reference materials to look up unknown vocabulary. |
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?
<table>
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- Students will answer questions both in writing and orally.  
- Students will create and label maps based on the readings.  
- Students will recognize, define, and appropriately use classroom-specific vocabulary. |
| 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.) | - Students will fill in and complete dialogues with partners.  
- Students will write dialogues tailored to their individual situations.  
- Students will write short responses and essays on unit topics.  
- Students will write summaries and paraphrases based upon the text.  
- Students will revise their writing based on peer and teacher input. |
<p>| 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. |
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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?
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- Students will answer questions both in writing and orally.  
- Students will create and label maps based on the readings.  
- Students will recognize, define, and appropriately use classroom-specific vocabulary. |
| 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.) | - Students will fill in and complete dialogues with partners.  
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- Students will write short responses and essays on unit topics.  
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|       | - Students will recognize, define and appropriately use Latin vocabulary related to unit topics.  
|       | - Students will use dictionaries and other reference materials to look up unknown vocabulary.  |
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?
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- Students will answer questions both in writing and orally.  
- Students will create and label maps based on the readings.  
- Students will recognize, define, and appropriately use classroom-specific vocabulary. |
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- Students will revise their writing based on peer and teacher input. |
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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?
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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?
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-Students will use dictionaries and other reference materials to look up unknown vocabulary. |
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?
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|                        |                                                                                                                                                                                                  |                                                                                                                                                                                                 |
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?
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**RESOURCES**

*Teacher-created materials*
# PACING GUIDE

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(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?
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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
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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.
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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.
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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.
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<td>-Students will demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
</tr>
<tr>
<td>L.8.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>-Students will follow conventions of spelling, punctuation and grammar. -Students will recognize, define and use English and Latin vocabulary related to unit topics.</td>
</tr>
</tbody>
</table>
GRADE 8 LATIN
UNIT V: LATONA & NIOBE

RESOURCES

Teacher-created materials

PACING GUIDE

<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Trimester</th>
<th>2nd Trimester</th>
<th>3rd Trimester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Roman Gods and Goddesses</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit II: Ovid</td>
<td>X</td>
<td>&gt;</td>
<td></td>
</tr>
<tr>
<td>Unit III: Europa and the Bull</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Unit IV: Minerva and Arachne</td>
<td>X</td>
<td>&gt;</td>
<td></td>
</tr>
<tr>
<td>Unit V: Latona and Niobe</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

(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/FAIREWELLS/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 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?
# FRENCH I ADVANCED
## UNIT I: GREETINGS/FAREWELLS/USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. RL 9-10.4</td>
<td>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.</td>
<td>-Students will answer questions based on the text. -Students will complete comprehension questions and matching activities based on what they’ve read. -Students will complete vocabulary quizzes. -Students will read short dialogues.</td>
</tr>
<tr>
<td>CCSS. RI 9-10.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read. -Students will answer questions based on the text. -Students will fill in and complete dialogues based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS. RI 9-10.2</td>
<td>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.</td>
<td>-Students will answer questions based on a text.</td>
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<td>-Students will complete vocabulary quizzes using appropriate vocabulary. -Students will fill-in and complete responses based on dialogues. -Students will share information from what they’ve read.</td>
</tr>
<tr>
<td>CCSS. W 9-10.2a</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address. -Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure. -Students will revise their work based on teacher edits.</td>
</tr>
</tbody>
</table>
## FRENCH I ADVANCED
### UNIT I: GREETINGS/FAIREWELLS/USEFUL EXPRESSIONS

| CCSS. 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. -Students will participate in one-to-one conversations/dialogues with |
| CCSS. 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. | peers in the target language. -Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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

<table>
<thead>
<tr>
<th>Objectives for Unit II</th>
</tr>
</thead>
</table>
| 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.** |

<table>
<thead>
<tr>
<th>Essential Questions for Unit II</th>
</tr>
</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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. 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. SL 9-10.6</td>
<td>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.)</td>
<td>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.</td>
</tr>
<tr>
<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS. L 9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4a</td>
<td>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.</td>
<td>Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4c</td>
<td>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.</td>
<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
</table>
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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read.                                   |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read.                                                      |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits.                                                     |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language.        |
| CCSS. 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.  
-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 III: CALENDAR & WEATHER

| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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)
<table>
<thead>
<tr>
<th>Standard</th>
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| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one- |
## FRENCH I ADVANCED
### UNIT IV: IN TOWN/FOLLOWING DIRECTIONS

<table>
<thead>
<tr>
<th>CCSS. SL 9-10.4</th>
<th>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.</th>
<th>Students will pronounce vocabulary words appropriately when role-playing with peers and others. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</th>
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<tr>
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<td>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.)</td>
<td>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.</td>
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<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
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<tr>
<td>CCSS. L 9-10.2</td>
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<td>Students will spell words correctly using appropriate accents and macrons.</td>
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<tr>
<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
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<td>CCSS. L 9-10.4a</td>
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<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
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</table>
**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

<table>
<thead>
<tr>
<th>Standard</th>
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| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. SL 9-10.1c | Present claims and findings, emphasizing salient                                                                                                                                                                          | -Students will pronounce |
| 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. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
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**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.  
- Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
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| CCSS. 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.  
- Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
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-Students will fill in and complete dialogues based on what they’ve read. |
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-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-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 |
| 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. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
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| CCSS. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
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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

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-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
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-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. |
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-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
-Students will maintain eye contact with |
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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?
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| CCSS. 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.  
-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**
## 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.  
- Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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.  
- Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues.                                                                                                                                                  |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read.                                                                                                                                                               |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read.                                                                                                                                                                         |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits.                                                                                                                                                                             |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language.                                                                                                                                 |
| CCSS. SL 9-10.1c | Present claims and findings, emphasizing                                                                                                                                                                                                                                                                                                                    | -Students will pronounce vocabulary                                                                                                                                                                                                                                                                    |
| 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. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. RL 9-10.4</td>
<td>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.</td>
<td>-Students will answer questions based on the text. -Students will complete comprehension questions and matching activities based on what they’ve read. -Students will complete vocabulary quizzes. -Students will read short dialogues.</td>
</tr>
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<td>CCSS. RI 9-10.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read. -Students will answer questions based on the text. -Students will fill in and complete dialogues based on what they’ve read.</td>
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<td>CCSS. RI 9-10.2</td>
<td>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.</td>
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<td>-Students will complete vocabulary quizzes using appropriate vocabulary. -Students will fill-in and complete responses based on dialogues. -Students will share information from what they’ve read.</td>
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<tr>
<td>CCSS. W 9-10.2a</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address. -Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure. -Students will revise their work based on teacher edits.</td>
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<td>CCSS.</td>
<td>Pose questions that connect the ideas of</td>
<td>-Students will ask and respond to</td>
</tr>
<tr>
<td>SL 9-10.1c</td>
<td>several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</td>
<td>greetings and farewells with peers and others in the target language. -Students will participate in one-to-one conversations/dialogues with peers in the target language.</td>
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<td>CCSS. SL 9-10.4</td>
<td>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.</td>
<td>-Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</td>
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<td>CCSS. SL 9-10.6</td>
<td>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.)</td>
<td>-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.</td>
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<tr>
<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>-Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
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<tr>
<td>CCSS. L 9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>-Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
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<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>-Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
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<td>CCSS. L 9-10.4a</td>
<td>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.</td>
<td>-Students will use prior knowledge and other cues to determine word meaning.</td>
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<tr>
<td>CCSS. L 9-10.4c</td>
<td>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.</td>
<td>-Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
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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?
<table>
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<tr>
<th>Standard</th>
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<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-
## FRENCH I ADVANCED
### UNIT XIII: JOBS & PROFESSIONS

| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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. |
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

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-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
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| CCSS. 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.  
-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 vocabulary |
| 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. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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  www.quizlet.com  (vocabulary practice)
https://leconjugeur.lefigaro.fr/conjugaison/verbe
www.commeunefrancaise.com
www.thefrenchexperiment.com/learn-french
www.iletaitunehistoire.com
https://learnfrenchbypodcast.com/beginner.php
www.newsinslowfrench.com
https://www.youtube.com/watch?v=LgA3Ynirhms  (dialogues)
www.digitaldialects.com/French
https://fr.brainpop.com/
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/
<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Greetings/Salutations/Farewells</strong>&lt;br&gt;Greetings/Salutations/Farewells&lt;br&gt;Ça va expressions&lt;br&gt;Irregular verb <em>avoir</em>&lt;br&gt;Identifying nouns (review of gender with definite and indefinite articles, making nouns plural)&lt;br&gt;<em>Avoir</em> + age expression&lt;br&gt;Irregular verb <em>être</em> Adjectives of nationality Review of colors &amp; numbers&lt;br&gt;Review subject pronouns, difference between <em>tu</em> &amp; <em>Vous</em></td>
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<tr>
<td><strong>Unit 2 Likes &amp; Dislikes</strong>&lt;br&gt;Conjugating regular -er verbs in Present tense (<em>aimer, adorer, détester, bavarder, danser, chanter, jouer, inviter, visiter, rater</em>, for examples)&lt;br&gt;Making a negative sentence using <em>ne...pas</em>&lt;br&gt;Using simple adjectives to describe&lt;br&gt;Asking questions using <em>Est-ce que</em>, intonation or inversion and answering in target language&lt;br&gt;Verb + infinitive construction (<em>aimer</em> + infinitive)&lt;br&gt;Word order and adjective placement in sentences</td>
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<tr>
<td><strong>Unit 3 Calendar &amp; Weather</strong>&lt;br&gt;Day/Month/Season vocabulary&lt;br&gt;Identifying dates/days on calendar&lt;br&gt;Asking and answering questions about one’s birthday&lt;br&gt;Identifying weather in French (using verb <em>faire, il</em> form)&lt;br&gt;Verb <em>commencer</em></td>
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<tr>
<td><strong>Unit 4 In Town</strong>&lt;br&gt;Places in Town like <em>la poste, le parc</em>, etc.&lt;br&gt;Irregular verb <em>aller</em>&lt;br&gt;Forms of the contraction à&lt;br&gt;Directional vocabulary (<em>à gauche, en face de</em>, etc.)&lt;br&gt;Recognizing commands in the <em>Tu &amp; VOUS</em> forms</td>
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<td>X</td>
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<tr>
<td><strong>Unit 5 Home</strong>&lt;br&gt;House vocabulary like: <em>la cuisine, le salon</em>, etc.&lt;br&gt;Additional furniture vocabulary like <em>le four, le lit, la lampe</em>&lt;br&gt;Prepositional phrases like <em>entre, près de, à droite de</em>, etc. to indicate location of furnishings in a room&lt;br&gt;Question words like <em>comment, qui, quand, pourquoi, où</em>&lt;br&gt;Verb <em>manger</em> (and other -ger verbs)&lt;br&gt;Answering questions with <em>Qu’est-ce que</em>&lt;br&gt;The expression <em>il y a</em>&lt;br&gt;Additional adjectives of description like <em>grand, petit, confortable</em>, for examples</td>
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# FRENCH I ADVANCED
## PACING GUIDE

<table>
<thead>
<tr>
<th>Unit 6 Telling Time</th>
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<tbody>
<tr>
<td>Review numbers through 60</td>
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<tr>
<td>Telling time vocabulary (military time)</td>
<td></td>
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<tr>
<td>Time of day vocabulary (le matin, etc.)</td>
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<tr>
<th>Unit 7 School</th>
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<tbody>
<tr>
<td>School subject vocabulary</td>
<td></td>
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<tr>
<td>Identifying courses on a schedule</td>
<td>X</td>
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<tr>
<td>Ordinal numbers</td>
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<tr>
<td>(premier, deuxième, etc.) Verb préférer</td>
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<tr>
<td>Forms of interrogative adjective quel</td>
<td></td>
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<tr>
<td>Additional adjectives of descriptions like: amusant, difficile, ennuyeux</td>
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<tr>
<th>Unit 8 Foods and Cultural Traditions</th>
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<tbody>
<tr>
<td>Food &amp; drink vocabulary</td>
<td></td>
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<tr>
<td>Irregular verb boire</td>
<td>X</td>
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<tr>
<td>Avoir expressions: avoir faim &amp; avoir soif</td>
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<tr>
<td>Additional adjectives of description like dégoutant, bon/bonne, sucré</td>
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<tr>
<td>Partitive de</td>
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<tr>
<th>Unit 9 Oneself</th>
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<tr>
<td>Adjectives of physical description like grand, petit, gros, mince, etc. (and agreement of)</td>
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<tr>
<td>Word order of adjectives/nouns (BAGS adjectives)</td>
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<tr>
<td>Descriptions of hair/eyes vocabulary and other distinguishing features</td>
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<tr>
<td>Body parts vocabulary</td>
<td></td>
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<tr>
<td>Using the expression avoir mal, plus the forms of the contraction à</td>
<td>X</td>
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<tr>
<td>Other avoir expressions like avoir tort, avoir raison, avoir besoin de, for example</td>
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<thead>
<tr>
<th>Unit 10 Clothing/Taking a Trip</th>
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<tbody>
<tr>
<td>Clothing vocabulary</td>
<td></td>
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<tr>
<td>Review of conjugating regular -er verbs like porter</td>
<td>X</td>
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<tr>
<td>Review of conjugating -ger verbs like voyager</td>
<td></td>
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<tr>
<td>Forms of demonstrative adjective ce</td>
<td></td>
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<tr>
<td>Review of weather/season vocabulary (plus additional expressions for varying weather conditions)</td>
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<tr>
<td>Asking and answering questions about what one wears at various times of year or for various events</td>
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<tr>
<td>Irregular verb aller</td>
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<tr>
<th>Unit 11 Leisure Activities</th>
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<tbody>
<tr>
<td>Leisure Activities/Sports/Hobby vocabulary</td>
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<tr>
<td>Irregular verb faire</td>
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<tr>
<td>Conjugating regular -ir verbs in Present tense (choisir, finir, grossir, maigrir, for examples)</td>
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<tr>
<td>Irregular verbs sortir &amp; dormir (including verbs partir &amp;</td>
<td>X</td>
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<tr>
<td>Unit 12 Transportation</td>
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<tr>
<td>Places where French is spoken other than France</td>
<td></td>
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<tr>
<td>Prepositional phrases (before geographic names) like en France, au Maroc, aux États-Unis</td>
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<tr>
<td>Vocabulary for Modes of Transportation like à pied, en voiture, en avion, for example</td>
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<tr>
<td>Question words like quand, pourquoi, où, qui</td>
<td></td>
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<tr>
<td>Answering questions with Qu’est-ce que</td>
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<tr>
<td>Conjuring regular -re verbs in Present tense (rendre, descendre, etc.)</td>
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<tr>
<td>Irregular verb prendre</td>
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<tr>
<td>Possessive adjectives</td>
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<thead>
<tr>
<th>Unit 13 Jobs &amp; Professions</th>
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<tbody>
<tr>
<td>Near Future (aller + infinitive)</td>
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<tr>
<td>Vocabulary for jobs/professions (nouns that change from masculine to feminine forms like musicien to musicienne or acteur to actrice)</td>
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<tr>
<td>Irregular verbs vouloir &amp; pouvoir</td>
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<th>Unit 14 Summer</th>
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<tbody>
<tr>
<td>Summer activity vocabulary</td>
<td></td>
<td></td>
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<tr>
<td>Chores &amp; household responsibility vocabulary</td>
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<td></td>
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<tr>
<td>Review Near Future tense (aller + infinitive)</td>
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<tr>
<td>Review asking and answering questions with Est-ce que and Qu’est-ce que</td>
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(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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
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</table>
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking activities, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking activities, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
## FRENCH II ADVANCED

### UNIT I: FAMILY

| 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.) | based on the text.  
- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, 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 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.) | based on the text.  
- Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| **FRENCH II ADVANCED**  
| **UNIT I: FAMILY**  |
| --- | --- |
| RI.9-10.10 | By the end of **level 2**, 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.) | information read in texts, in a variety of ways, which may include presentations and group discussion. |
| - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking activities, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.  
- Students will use transition words in their speaking and writing. |
| W.9-10.1a-1e | 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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and expectations of typical academic writing. | - Students will write regularly in class, in a variety of formats. These may include: journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing, based on teacher feedback. |
FRENCH II ADVANCED  
UNIT I: FAMILY

| W.9-10.2a-2f | 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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.  
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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing, based on teacher feedback. |
### FRENCH II ADVANCED
**UNIT I: FAMILY**

| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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. 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. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing, based on teacher feedback. |
| 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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing, based on teacher feedback. |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a | -Students will write regularly in class, in a variety of formats. |
## FRENCH II ADVANCED
### UNIT I: FAMILY

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Examples</th>
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</table>
| 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.  
- Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
- 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. 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.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information in their writing.  
- 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. | - Students will write regularly in class, in a variety of formats.  
These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
# FRENCH II ADVANCED
## UNIT I: FAMILY

<table>
<thead>
<tr>
<th>W.9-10.9a-9b</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
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<tbody>
<tr>
<td></td>
<td>Apply grades 9-10 Reading standards to literature (e.g., &quot;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&quot;).</td>
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<td></td>
<td>Apply grades 9-10 Reading standards to literary nonfiction (e.g., &quot;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&quot;).</td>
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<tr>
<td></td>
<td>(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.)</td>
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<tr>
<th>W.9-10.10</th>
<th>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,</th>
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<tbody>
<tr>
<td></td>
<td>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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<td></td>
<td>-Students will employ transition words correctly.</td>
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<td>-Students will investigate a self-generated topic and include that information in their writing.</td>
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<tr>
<td></td>
<td>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</td>
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<td></td>
<td>-Students will use their own words when using information from a text.</td>
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<td></td>
<td>-Students will credit the source for ideas which are not their own.</td>
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<td>-Students will effectively paraphrase material that is not their own.</td>
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</tbody>
</table>
### FRENCH II ADVANCED
#### UNIT I: FAMILY

<table>
<thead>
<tr>
<th>SL.9-10.1a-1d</th>
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</thead>
</table>
| **compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Appropriately use transition words.** | **-Students will employ transition words correctly.**  
**-Students will produce timed and untimed writing assessments.**  
**-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)** |
| **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.)** | **-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.**  
**-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.**  
**-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.**  
**-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.**  
**-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).**  
**-Students will make connections between their own culture and to those of the target language.** |

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.

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.

 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.

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.
# FRENCH II ADVANCED
## UNIT I: FAMILY

| 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.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- 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.  
- 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. Use various types of phrases (noun, verb, adjectival, adverbal, 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 avoid with idiomatic expressions.  
- Students will be able to use possessive adjectives to appropriately express relationships and possession.  
- Students will be able to use the verb être in the target language.  
- Students will be able to make |
**FRENCH II ADVANCED**  
**UNIT I: FAMILY**

| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.  
Spell correctly.  
(Describe and discuss family members, cultural and family celebrations and compare them among Francophone cultures and to their own.) | - In writing and speaking, students will describe, name and discuss family members.  
-Students will compare families and celebrations among cultures.  
-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
### 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.

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**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, in a variety of ways which may include presentations and group discussion. |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Description</th>
<th>Objectives</th>
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<tbody>
<tr>
<td>RI.9-10.5</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.6</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td>RI.9-10.10</td>
<td>By the end of level 2, 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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</td>
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<tr>
<td>W.9-10.1a-1e</td>
<td>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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.)</td>
<td>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on teacher feedback.</td>
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<td>W.9-10.2a-2f</td>
<td>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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the topic.</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions.</td>
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### FRENCH II ADVANCED
**UNIT II: IN THE CITY**

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<tr>
<th>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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.)</th>
<th>-Students will revise and edit their writing based on teacher feedback.</th>
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<tr>
<td>W.9-10.3a-3e 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback.</td>
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| **UNIT II: IN THE CITY** |  
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| setting, and/or characters.  
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. 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback. |
| **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.) |  
-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher. |
| **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 feedback.) |  
-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-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 | -Students will use Google Docs to share work with peers and teacher for revising and editing.  
-Students will use Google Slides, Prezi and/or PowerPoint to share |
# FRENCH II ADVANCED

## UNIT II: IN THE CITY

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<td>flexibly and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)</td>
<td>information and give presentations with embedded links. -Students will use Google Classroom to make suggestions, to post, and to communicate with other students and teacher.</td>
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<td>W.9-10.7</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</td>
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<tr>
<td>W.9-10.8</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -Students will paraphrase effectively material that is not their own.</td>
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<tr>
<td>W.9-10.9a-9b</td>
<td>Draw evidence from literary or informational texts to support analysis,</td>
<td>-Students will write regularly in class in a variety of formats. These</td>
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**FRENCH II ADVANCED**  
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| Reflection, and research. | may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information in their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- Students will paraphrase effectively material that is not their own.  

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]").

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").

(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.9-10.10 | 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. 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.  
- Students will employ transition words correctly.  
- Students will produce timed and untimed writing assessments.  
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  

| SL.9-10.1a-1d | 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...  
- 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.)  

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### FRENCH II ADVANCED

**UNIT II: IN THE CITY**

<table>
<thead>
<tr>
<th>SL.9-10.2</th>
<th>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. 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. Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). Students will make connections between their own culture and to that of the target language.</th>
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<tbody>
<tr>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
<td>Students will be able to find and use sources appropriate for their task. Students will be able to access a variety of sources. Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc. Students will be able to synthesize information from various sources to support their point of view.</td>
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</tbody>
</table>

- Students may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.

- 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.

- 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.

- 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.

- 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.)
| 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.  
-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. 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.  
-Students will be able to express what they know and are familiar with using savoir and connaître.  
-Students will describe the location of items using prepositions.  
-Students will describe location using demonstrative adjectives and pronouns.  
-Students will rewrite sentences, in order to shorten them, using direct and indirect object pronouns.  
-Students will be able to use the imperative in the vous form.  
-Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
<table>
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<tr>
<th>Standards</th>
<th>Description</th>
<th>Example</th>
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<tr>
<td>L.9-10.2.c</td>
<td>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss topics dealing with the city, which may include restaurants, shopping and clothing, modes of transportation, etc.)</td>
<td>- In writing and speaking, students will describe, name, and discuss places of interest in the city (restaurants, stores, important buildings, monuments, etc.). -Students will describe, name and discuss modes of transportation and how to navigate a city. - Students will describe, name and discuss activities that take place in a city, which may include shopping and visiting restaurants. -Students will compare a city experience in their own culture to that of the target culture. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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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**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
### FRENCH II ADVANCED
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| R1.9-10.6 | 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 level 2, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| W.9-10.1a- | Introduce precise claim(s), distinguish the | - Students will write regularly in class |
### FRENCH II ADVANCED
**UNIT III: DAILY ROUTINE**

<table>
<thead>
<tr>
<th>Section</th>
<th>Task Description</th>
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<tbody>
<tr>
<td>1e</td>
<td><strong>Claim(s)</strong> from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <strong>Develop</strong> 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. <strong>Use</strong> 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. <strong>Establish</strong> and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <strong>Provide</strong> 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.) <strong>Students</strong> will employ transition words correctly. <strong>Students</strong> will write both in the formal and informal registers. <strong>Students</strong> will answer open-ended questions. <strong>Students</strong> will revise and edit their writing based on peer and teacher suggestions.</td>
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<tr>
<td>W.9-10.2a-2f</td>
<td><strong>Introduce</strong> 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. <strong>Develop</strong> 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. <strong>Use</strong> appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <strong>Students</strong> will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. <strong>Students</strong> will employ transition words correctly. <strong>Students</strong> will write both in the formal and informal registers. <strong>Students</strong> will answer open-ended questions. <strong>Students</strong> will revise and edit their writing based on peer and teacher suggestions.</td>
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| W.9-10.3a-3e | 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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
-Students will employ transition words correctly.
-Students will write both in the formal and informal registers.
-Students will answer open-ended questions.
-Students will revise and edit their writing based on peer and teacher suggestions. |
## FRENCH II ADVANCED
### UNIT III: DAILY ROUTINE

| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -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. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -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 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
**FRENCH II ADVANCED**  
**UNIT III: DAILY ROUTINE**

| 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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
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"]).  
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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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. 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. -Students will employ transition words correctly. -Students will produce timed and untimed writing assessments. -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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.) -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. -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. -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. -Students will give summaries, in oral form, of articles, informational |
### FRENCH II ADVANCED
#### UNIT III: DAILY ROUTINE

| 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.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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.  
-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 needed.  
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.  
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.)  
Writing, topics of interest, etc.  
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
-Students will make connections between their own culture and to that of the target language. | -Students will be able to conjugate... |
## FRENCH II ADVANCED
### UNIT III: DAILY ROUTINE

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<th>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 the present tense, including regular, irregular, and reflexive verbs. Continue to use prepositions to describe location.)</th>
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<td>L.9-10.2c</td>
<td>and use effectively the Present participle when discussing actions in progress. - Students will describe location using pronouns. - 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. - Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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<td>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss chores and activities related to the home. Describe and discuss body parts and grooming.)</td>
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<tr>
<td></td>
<td>- In writing and speaking, students will describe, name and discuss chores activities related to the home. - Students, in writing and speaking, will describe, name and discuss body parts and grooming. - Students will compare daily routines and responsibilities in the home among cultures. - Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). - Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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### 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| RI.9-10.10 | By the end of level 2, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. |
| W.9-10.1a-1e | 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback. |
| W.9-10.2a-2f | 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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. |
### FRENCH II ADVANCED

#### UNIT IV: VACATIONS

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<th>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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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. Appropriately use transition words.)</th>
<th>- Students will revise and edit their writing based on teacher feedback.</th>
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<td>W.9-10.3a-3e 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or</td>
<td>- Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on teacher feedback.</td>
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# FRENCH II ADVANCED
## UNIT IV: VACATIONS

| 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.) | Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit 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.) | Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -Students will use Google Classroom to make suggestions, to |
| 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. - Students will employ transition words correctly. - Students will investigate a self-generated topic and include that information into their writing. - 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. - Students will employ transition words correctly. - Students will investigate a self-generated topic and include that information in their writing. - Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. - Students will use their own words when using information from a text. - Students will credit the source for ideas which are not their own. - 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. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a post and to communicate with other students and teacher. | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
### FRENCH II ADVANCED
#### UNIT IV: VACATIONS

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<tr>
<th>Standard</th>
<th>Activity</th>
<th>Examples</th>
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<tbody>
<tr>
<td>W.9-10.10</td>
<td>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.)</td>
<td>Students will write regularly in class, in a variety of formats. These may include journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. Students will employ transition words correctly. Students will produce timed and untimed writing assessments. Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</td>
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<tr>
<td>SL.9-10.1a-1d</td>
<td>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.) Come to discussions prepared, having read and researched material under study;</td>
<td>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. 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...</td>
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|   | FRENCH II ADVANCED  
UNIT IV: VACATIONS |
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<td>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.</td>
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<td>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.</td>
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<td>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.</td>
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<td>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.)</td>
</tr>
<tr>
<td>SL.9-10.2</td>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</td>
</tr>
<tr>
<td></td>
<td>-Students will be able to find and use sources appropriate for their task.</td>
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<tr>
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<td>-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.</td>
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<tr>
<td></td>
<td>-Students will be able to synthesize information, from various sources, to support their point of view.</td>
</tr>
<tr>
<td>SL.9-10.4</td>
<td>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.)</td>
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<tr>
<td></td>
<td>-Students will accurately utilize transition words.</td>
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<tr>
<td></td>
<td>-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.</td>
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</table>
**FRENCH II ADVANCED**

**UNIT IV: VACATIONS**

<table>
<thead>
<tr>
<th>SL.9-10.5</th>
<th>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.)</th>
<th>- Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</th>
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<tr>
<td>SL.9-10.6</td>
<td>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.).)</td>
<td>- Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
</tr>
<tr>
<td>L.9-10.1b</td>
<td>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 the appropriate past tense.)</td>
<td>- 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. - Students will be able to communicate in the past using the Imperfect tense and all irregulars. - Students will be able to express past events and actions using both the Passé Composé and Imperfect tenses. - Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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<tr>
<td>L.9-10.2c</td>
<td>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss attractions, travel, and lodging.)</td>
<td>- In writing and speaking, students will name, describe, and discuss different attractions one may see on a vacation. - Students will name, describe and discuss various types of travel (air, train, bus, etc.) and lodging. - Students will compare vacations and attractions among and across cultures. - Students will utilize various authentic sources to enhance their understanding.</td>
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</tbody>
</table>
| | learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).
-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>RI.9-10.1</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.4</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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### FRENCH II ADVANCED

#### UNIT V: LIFESTYLES

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<tr>
<th>Code</th>
<th>Description</th>
<th>Student Activities</th>
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| RI.9-10.10 | By the end of **level 2**, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. |
| **FRENCH II ADVANCED**  
**UNIT V: LIFESTYLES** |
|---|---|
| **W.9-10.1a-1c** | - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.  
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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.) |
| **W.9-10.2a-2f** | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on teacher feedback.  
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.  
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the context of the writing. |
| **FRENCH II ADVANCED**  
| **UNIT V: LIFESTYLES** |
|---|---|
| **W.9-10.3a-3e** | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on teacher feedback. |
| **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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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. Appropriately use transition words.)  
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.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
### FRENCH II ADVANCED
### UNIT V: LIFESTYLES

| 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.) | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit 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. Use transition words appropriately. Edit work based on teacher feedback.) | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students may often be asked to write more than one draft of a piece.  
- 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 | - Students will use Google Docs to share work with peers and teacher for revising and editing.  
- Students will use Google Slides, Prezi and/or PowerPoint to share |
and dynamically. (Use Google Docs, Google Classroom, Google Slides, Prezi and PowerPoint with embedded links.)

**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.
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information in their writing.
- 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.
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information in their writing.
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- 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**

| Research and Writing Standards | These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information in their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- Students will paraphrase effectively material that is not their own. |
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<tbody>
<tr>
<td><strong>W.9-10.10</strong></td>
<td><strong>SL.9-10.1a-1d</strong></td>
</tr>
</tbody>
</table>
| 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.) | 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, etc.)  
- 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. |

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**Waterford Public Schools**  
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**FRENCH II ADVANCED**

**UNIT V: LIFESTYLES**

| 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. 
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc. 
-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, | -Students will accurately utilize transition words. 
-Students will organize thoughts in such a way that their piece is coherent to the audience. This |
# FRENCH II ADVANCED
## UNIT V: LIFESTYLES

<table>
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<tr>
<th>and task. (Employ transition words and organizational strategies.)</th>
<th>may include structural organization, topic sentences, introduction, and conclusion.</th>
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</thead>
<tbody>
<tr>
<td><strong>SL.9-10.5</strong> 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.)</td>
<td>-Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</td>
</tr>
<tr>
<td><strong>SL.9-10.6</strong> 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.)).</td>
<td>-Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
</tr>
<tr>
<td><strong>L.9-10.1b</strong> 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 future tense and conditional mood.)</td>
<td>-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. -Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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### FRENCH II ADVANCED
#### UNIT V: LIFESTYLES

| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (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. -In writing and speaking, students will describe, name, and discuss healthy habits such as eating well and rest. -Students will compare sports and healthy habits among cultures. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. |

### 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.digitaldialects.com/French.htm

https://fr.brainpop.com/

http://www.languageguide.org/


http://mfl-storybirds.wikispaces.com/French+Storybirds

http://www.thefrenchexperiment.com/stories/


http://duolingo.com
## FRENCH II ADVANCED PACING GUIDE

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<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
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<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>X</td>
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<tr>
<td>• Present tense - être, avoir, aller and related expressions</td>
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<td>• Possessive Adjectives</td>
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<td>• Comparative and Superlative (adjective/adverb)</td>
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<td>• Family members and celebrations</td>
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<td>• Present tense - all irregular groups</td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td>• Present tense including irregulars</td>
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<td>• Savoir vs connaître</td>
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<tr>
<td>• Prepositions</td>
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<td>• Demonstrative adjectives</td>
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<tr>
<td>• Direct and indirect object pronouns (with placement)</td>
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<tr>
<td>• Imperative with formal form (vous)</td>
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<tr>
<td>• Places of interest in the city</td>
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<td>• Modes of transportation</td>
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<td>• City activities (shopping, visiting restaurants), including visiting place to place (navigating a city)</td>
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<td><strong>Unit 3</strong></td>
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<td>• Reflexive Verbs including all irregulars</td>
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<td>• Placement of Reflexive Pronouns</td>
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<td>• Body parts and grooming</td>
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<td>• Chores related to the home</td>
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<td>• Daily Routines and Responsibilities in the home</td>
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<td><strong>Unit 4</strong></td>
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<td>• Passé composé including all irregular groups</td>
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<td>• Imparfait</td>
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<tr>
<td>• Passé composé vs. Imparfait</td>
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<td>• Travel and lodging</td>
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<td>• Attractions one would see on vacations</td>
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<td><strong>Unit 5 Honors Only</strong></td>
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<tr>
<td>• Future Tense and all irregulars</td>
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<td>• Conditional Mood and all irregulars</td>
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<td>• Healthy habits including physical activity, eating and sleep</td>
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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.
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.1</td>
<td>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.)</td>
<td>- Students will share summaries, orally and in writing, using information from the text. &lt;br&gt;- Students will share, orally and in writing, reactions or interpretations of the text. &lt;br&gt;- Students will answer questions based on the text. &lt;br&gt;- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. &lt;br&gt;- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will share summaries, orally and in writing, using information from the text. &lt;br&gt;- Students will share, orally and in writing, reactions or interpretations of the text. &lt;br&gt;- Students will answer questions based on the text. &lt;br&gt;- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. &lt;br&gt;- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.4</td>
<td>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</td>
<td>- Students will share, orally and in writing, summaries using information from the text. &lt;br&gt;- Students will share, orally and in</td>
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</table>
| R1.9-10.5 | 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| R1.9-10.6 | 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 share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other... |
### FRENCH III ADVANCED
#### UNIT I: DAILY LIFE

<table>
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<tr>
<th>RI.9-10.10</th>
<th>By the end of <strong>level 2</strong>, 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.)</th>
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</table>
| **writing/speaking**, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| W.9-10.1a-1c | 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.  
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.  
Use words, phrases, and clauses to link the |  
| **Students will share, orally and in writing, summaries using information from the text.**  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.  
- Students will utilize 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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based teacher feedback. |
**FRENCH III ADVANCED**  
**UNIT I: DAILY LIFE**

| W.9-10.2a-2f |  
|---|---|
| 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. | - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast pieces, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on teacher feedback. |
| 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. |  
| Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |  
| 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.) |  
| 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. |  

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and conventions of the discipline in which they are writing.

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. Appropriately use transition words.)

| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback. |
### FRENCH III ADVANCED

#### UNIT I: DAILY LIFE

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<tr>
<th>Standard</th>
<th>Description</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
<td>- Students will write regularly in class, in a variety of formats. These may include, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on teacher feedback.</td>
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<tr>
<td>W.9-10.5</td>
<td>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.</td>
<td>- Students will write regularly in class, in a variety of formats. These may include, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students may often be asked to write more than one draft of a piece. - Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</td>
</tr>
<tr>
<td>W.9-10.6</td>
<td>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.</td>
<td>- Students will use Google Docs to share work with peers and teacher for revising and editing. - Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with</td>
</tr>
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</table>
## FRENCH III ADVANCED
### UNIT I: DAILY LIFE

| 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. Students will employ transition words correctly. Students will investigate a self-generated topic and include that information in their writing. 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. Students will employ transition words correctly. Students will investigate a self-generated topic and include that information in their writing. Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. Students will use their own words when using information from a text. Students will credit the source for ideas which are not their own. Students will paraphrase effectively material that is not their own. |
| W.9-10.9a-9b | Draw evidence from literary or informational | Students will write regularly in class, in |
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 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]").

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").

(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.)

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### 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.

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.
- Students will employ transition words correctly.
- Students will produce timed and untimed writing assessments.
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)

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### SL.9-10.1a-1d

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in

- Students will communicate orally on a regular basis in class. This may include
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<td>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.)</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>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. -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. -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. -Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. -Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). -Students will make connections between their own culture and those of the target language.</td>
</tr>
</tbody>
</table>
| 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.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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 organization strategies.) | -Students will accurately utilize transition words.  
-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.  
-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. 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 will incorporate appropriate usage of grammatical skills in their |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.  
Spell correctly.  
(Describe and discuss morning and evening routines and daily responsibilities. Identify and discuss personal items.) | - In writing and speaking, students will describe, name and discuss morning and evening routines.  
-Students will compare daily routines among cultures.  
-In writing and speaking, students will describe, name and discuss daily responsibilities, including household chores.  
-Students will compare daily responsibilities and household chores among cultures.  
-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
**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.**
<table>
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based, on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
# FRENCH III ADVANCED
## UNIT II: PAST EVENTS

| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| RI.9-10.10 | By the end of **level 2**, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections. |
# FRENCH III ADVANCED
## UNIT II: PAST EVENTS

| W.9-10.1a-1e | 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) |
| - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on teacher feedback. |

| W.9-10.2a-2f | 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 |
| - Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
### FRENCH III ADVANCED
#### UNIT II: PAST EVENTS

| to aiding comprehension. | - Students will employ transition words correctly. |
| 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. | - Students will write both in the formal and informal registers. |
| Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | - Students will answer open-ended questions. |
| Use precise language and domain-specific vocabulary to manage the complexity of the topic. | - Students will revise and edit their writing based on teacher feedback. |
| Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | |
| 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. Appropriately use transition words.) | |

| W.9-10.3a-3e | 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. |
| Use narrative techniques, such as dialogue, | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
| - Students will write both in the | |

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## FRENCH III ADVANCED
### UNIT II: PAST EVENTS

| 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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback. |
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<td>W.9-10.5</td>
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<td>-Students will write regularly in class, in a variety of formats. These may</td>
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<td>W.9-10.6</td>
<td>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.)</td>
</tr>
<tr>
<td>W.9-10.7</td>
<td>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.)</td>
</tr>
<tr>
<td>W.9-10.8</td>
<td>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the</td>
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**FRENCH III ADVANCED**  
**UNIT II: PAST EVENTS**

<table>
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<tr>
<th>Research Question</th>
<th>Compare/Contrast, Emails, etc.</th>
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<tbody>
<tr>
<td>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.)</td>
<td>Students will employ transition words correctly.</td>
</tr>
</tbody>
</table>
| *W.9-10a-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 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]").  
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"). (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. Students will employ transition words correctly.  
Students will investigate a self-generated topic and include that information in their writing.  
Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. Students will use their own words when using information from a text. Students will credit the source for ideas which are not their own. Students will paraphrase effectively material that is not their own. |
| W.9-10 | Write routinely over extended time frames | Students will write regularly in class, |
| SL.9-10.1a-1d | 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.)

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.

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. | - 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.

- 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.

- 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.

- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.

- Students will present their opinion or a contrary opinion on a topic of... |
| 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.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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 organization strategies.) | -Students will accurately utilize transition words.  
-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 | -Students will speak both in a formal register as in presentations and an |
| 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 appropriately using past tenses in the target language.) | - Students will be able to conjugate and use effectively the passé composé with irregular, reflexive, and transitive/intransitive verbs. - Students will be able to conjugate and use effectively the Imperfect tense, including irregulars. - Students will be able to use the past tenses effectively. - 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. Spell correctly. (Describe and discuss childhood and major life events.) | - In writing and speaking, students will describe, name, and discuss vocabulary related to one’s childhood. - In writing and speaking, students will describe and discuss major life events. - Students will compare childhood experiences among cultures (school, home life, etc.). - Students will compare major life events among cultures. - Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). - Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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.
<table>
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
## FRENCH III ADVANCED
### UNIT III: LEISURE

| 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.) | - Students will write summaries using information from the text.  - Students will write reactions or interpretations of the text.  - Students will answer questions based on the text.  - Students will complete other writing based, on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  - Students will orally share information read in texts, 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.  - Students will write reactions or interpretations of the text.  - Students will answer questions based on the text.  - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections.  - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| RI.9-10.10 | By the end of level 2, 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 | - Students will write summaries using information from the text.  - Students will write reactions or interpretations of the text.  - Students will answer questions |
| W.9-10.1a-1c | 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback. |
## FRENCH III ADVANCED
### UNIT III: LEISURE

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<th>W.9-10.2a-2f</th>
<th>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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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. Appropriately use transition words.)</th>
<th>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback.</th>
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<td>W.9-10.3a-3e</td>
<td>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view,</td>
<td>-Students will write regularly, in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback.</td>
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</table>
and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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. 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.)

--- end ---
| 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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -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 | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
### FRENCH III ADVANCED
#### UNIT III: LEISURE

| 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 employ transition words correctly.  
-Students will investigate a self-generated topic and include that information in their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. |
| 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 specific work") | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own. |
**FRENCH III ADVANCED**  
**UNIT III: LEISURE**

| 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. 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. Students will employ transition words correctly. Students will produce timed and untimed writing assessments. Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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 contexts.) | 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 discussions.) |

[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]).

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").

(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.)

words correctly.

- Students will investigate a self-generated topic and include that information in their writing.
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- Students will paraphrase effectively material that is not their own.
FRENCH III ADVANCED
UNIT III: LEISURE

- 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.
- 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.
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and those of the target language.

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.
- Students will be able to access multiple sources of media, which

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.

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.

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.

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.)

SL.9-10.2

formats, which may include, daily classroom participation, small group discussion, presentations, whole class discussion, questions and answer, etc.)
| 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. 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. 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.) | 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. Students will correctly place object pronouns with infinitive verbs, commands, gerunds and conjugated verbs. Students will incorporate appropriate usage of grammatical skills in their writing and |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss different types of leisure activities, such as camping, beach trips, cooking, shopping, and travel.) | - In writing and speaking, students will describe, name, and discuss vocabulary related to leisure activities (camping, beach trips, cooking, shopping and travel). -Students will compare leisure activities among cultures. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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.
<table>
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>RI.9-10.1</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td>RI.9-10.4</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td><strong>RI.9-10.5</strong></td>
<td>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.)</td>
<td>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td><strong>RI.9-10.6</strong></td>
<td>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.)</td>
<td>- Students will write summaries using information from the text.</td>
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<td>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion, and personal connections.</td>
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<td>- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<td><strong>RI.9-10.10</strong></td>
<td>By the end of level 2, 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,</td>
<td>- Students will write summaries using information from the text.</td>
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<td>- Students will write reactions or interpretations of the text.</td>
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|   |   | - Students will answer questions based on the text.
| **FRENCH III ADVANCED**  
| **UNIT IV: FUTURE ENDEAVORS** |
| --- | --- |
| informational texts, and short stories | based on the text.  
- Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion. |
| W.9-10.1a-1c | 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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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)  
- Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on teacher feedback. |
| W.9-10.2a-2f | 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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback. |
| W.9-10.3a-3e | 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... | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, |
| FRENCH III ADVANCED  
**UNIT IV: FUTURE ENDEAVORS** | a smooth progression of experiences or events.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
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. Appropriately use transition words.) | persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback. |
| --- | --- | --- |
| 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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback. |
## FRENCH III ADVANCED
### UNIT IV: FUTURE ENDEAVORS

| 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.) | their writing based on teacher feedback. | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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. | | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly. |
### FRENCH III ADVANCED
#### UNIT IV: FUTURE ENDEAVORS

| 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. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information in their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -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. 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 | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self- |
### FRENCH III ADVANCED

**UNIT IV: FUTURE ENDEAVORS**

| SL.9-10.1a-1d | 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 discussions, debriefs, 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, and small group discussion. -Students will participate in daily discussions and group activities. |
| W.9-10.10a | 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. -Students will employ transition words correctly. -Students will produce timed and untimed writing assessments. -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| W.9-10.10b | Draw on a play by Shakespeare”). 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"). (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.) | generated topic and include that information in their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -Students will paraphrase effectively material that is not their own. |
## FRENCH III ADVANCED
### UNIT IV: FUTURE ENDEAVORS

<table>
<thead>
<tr>
<th>SL.9-10.2</th>
<th>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</th>
</tr>
</thead>
</table>

- Students will be able to find and use sources appropriate for their task.
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.
- Students will be able to synthesize information from various sources to support their

- Speaking activities.
  - 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 checkpoints.
  - 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.
  - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
  - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
  - Students will make connections between their own culture and to that of the target language.

- Propose 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.

- 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.)

- 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.
# FRENCH III ADVANCED
## UNIT IV: FUTURE ENDEAVORS

| 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.  
-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. 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.  
-Students will conjugate and use effectively the conditional mood, including all irregulars.  
-Students will conjugate and use effectively the present subjunctive mood, with impersonal phrases.  
-Students will be able to use correctly verbs which require prepositions/indirect objects.  
-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. 

Spell correctly. 

(Describe and discuss future plans, including professions. Describe and discuss technology and its uses.) |

- In writing and speaking, students will describe, name, and discuss vocabulary related to the future, including professions. 
- Students will compare professions and careers among cultures. 
- Students will describe, name and discuss technology and its uses. 
- Students will compare technology and its uses among cultures. 
- Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). 
- Students will incorporate appropriate usage of vocabulary in their writing and speaking.
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.9-10.1</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RI.9-10.4</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast...</td>
</tr>
<tr>
<td>RI.9-10.5</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RI.9-10.6</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing, based on the text, which may include: compare/contrast pieces, their opinion, and personal connections. - Students will orally share information read in texts, in a variety of ways, which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.10</td>
<td>By the end of level 2, 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,</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text.</td>
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<tr>
<td>W.9-10.1a-1e</td>
<td>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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.)</td>
<td>- Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback.</td>
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</table>
| 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback.) |
|-----------------------------------|---|
| W.9-10.2a-2f | 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.  
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.  
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Use precise language and domain-specific vocabulary to manage the complexity of the topic.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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. Appropriately use transition words.) |
**FRENCH III ADVANCED**  
**UNIT V: SOCIAL AWARENESS**

| **W.9-10.3a-3c** | 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.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
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. 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on teacher feedback. |
| --- | --- | --- |
| **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.) | -Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly. |
### FRENCH III ADVANCED
#### UNIT V: SOCIAL AWARENESS

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<tbody>
<tr>
<td>W.9-10.5</td>
<td>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.)</td>
<td>-Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on teacher feedback.</td>
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<tr>
<td>W.9-10.6</td>
<td>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.)</td>
<td>-Students will use Google Docs to share work with peers and teacher for revising and editing. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -Students will use Google Classroom to make suggestions, to post and to communicate with other students and teacher.</td>
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<td>W.9-10.7</td>
<td>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</td>
<td>-Students will write regularly in class, in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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### FRENCH III ADVANCED
#### UNIT V: SOCIAL AWARENESS

| 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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information in their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work etc.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information in their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
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-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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. 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.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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 discussion, small group discussions, peer or teacher assessment, 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, and small group discussion. |
### FRENCH III ADVANCED
#### UNIT V: SOCIAL AWARENESS

<table>
<thead>
<tr>
<th>Participation, small group discussion, presentations, whole class discussion, questions and answer, etc.</th>
<th>-Students will participate in daily speaking activities. -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. -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. -Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. -Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). -Students will make connections between their own culture and those of the target language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<td>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.</td>
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<td>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.)</td>
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<tr>
<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</td>
<td>-Students will be able to find and use sources appropriate for their task. -Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts,</td>
</tr>
</tbody>
</table>
### FRENCH III ADVANCED
#### UNIT V: SOCIAL AWARENESS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.4</td>
<td>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.)</td>
<td>- Students will be able to synthesize information from various sources to support their point of view. - Students will accurately utilize transition words. - 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.</td>
</tr>
<tr>
<td>SL.9-10.5</td>
<td>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.)</td>
<td>- Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</td>
</tr>
<tr>
<td>SL.9-10.6</td>
<td>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.).)</td>
<td>- Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
</tr>
<tr>
<td>L.9-10.1b</td>
<td>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 the present subjunctive mood. Communicate in the target language using the passive voice.)</td>
<td>- Students will be able to conjugate and use effectively the present subjunctive mood. - Students will conjugate and effectively use the passive voice. - Students will conjugate and effectively use varied verbs tenses, within the indicative and subjunctive moods. - Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
</tr>
</tbody>
</table>
## FRENCH III ADVANCED
### UNIT V: SOCIAL AWARENESS

| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss various environmental and social concerns.) | - In writing and speaking, students will describe, name, and discuss vocabulary related to environmental issues (recycling, climate change, etc.). -Students will compare environmental concerns among cultures. -In writing and speaking, students will describe, name and discuss vocabulary related to social concerns (volunteering, homelessness, poverty, the less fortunate, etc.) -Students will compare social concerns among cultures. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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.duolingo.com
http://www.yabla.com
http://www.digitaldialects.com/French.htm
https://fr.brainpop.com/
http://www.languageguide.org/
http://mfl-storybirds.wikispaces.com/French+Storybirds
http://www.thefrenchexperiment.com/stories/
http://www.iletaitunehistoire.com/genres/albums-histoires

https://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources
http://www.bonjourdefrance.com/
https://www.bbc.com/education/subjects/zgdqxnb
http://frenchsuccess.com/
https://www.tolearnfrench.com/

AMSCO French First Year, Second Edition
AMSCO Cours Supérieur de Français
<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>● Reflexive Verbs</td>
<td>X</td>
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<tr>
<td>● Morning and evening routines</td>
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<tr>
<td>● Daily responsibilities</td>
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<td>● Personal items, belongings</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
<td>X</td>
<td>&gt;</td>
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<tr>
<td>● Passé composé conjugations (irregular, reflexive, and transitive/intransitive verbs)</td>
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<tr>
<td>● Imperfect tense</td>
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<tr>
<td>● Differences between passé composé and imparfait</td>
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<td>● Major life events and the similarities and differences among cultures</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<td>X</td>
<td>&gt;</td>
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<tr>
<td>● Imperative Mood (formal, informal, affirmative and negative) with all irregular groups</td>
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<tr>
<td>● Correct pronoun placement (including commands, infinitive verbs, gerunds and conjugated verbs).</td>
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<tr>
<td>● Leisure activities (camping, beach trips, cooking, shopping, travel)</td>
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<td>● Sentence construction to avoid repetitiveness.</td>
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<tr>
<td><strong>Unit 4</strong></td>
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<td>X</td>
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<tr>
<td>● Future tense and all irregulars</td>
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<td>&gt;</td>
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<tr>
<td>● Conditional mood and all irregulars</td>
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<tr>
<td>● Present Subjunctive: regular and irregular verbs</td>
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<tr>
<td>● Present subjunctive mood (introduction) - impersonal expressions</td>
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<tr>
<td>● Future plans and professions</td>
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<tr>
<td><strong>Unit 5 (as able)</strong></td>
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<td></td>
<td>X</td>
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<tr>
<td>● Present Subjunctive Mood (continued)</td>
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<tr>
<td>● Passive voice</td>
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<tr>
<td>● Environmental concerns (recycling, natural disasters, etc.)</td>
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<tr>
<td>● Social concerns (poverty, social action projects, etc.)</td>
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<tr>
<td>● Various issues (social, environmental, etc.) as related to the francophone world.</td>
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</tbody>
</table>
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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 | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. |

Waterford Public Schools
### FRENCH IV HONORS
#### UNIT I: LEISURE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Related Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.11-12.10</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RL.11-12.1</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
</tr>
</tbody>
</table>

Language that is particularly fresh, engaging, or beautiful. (Read, annotate and analyze a variety of articles, informational texts and short stories.) in written and oral form.

Students will answer questions based on the text.

- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.

- 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.
- Students will use text to identify the meaning of words in the context of the reading.
# FRENCH IV HONORS
## UNIT I: LEISURE

| 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.) | group discussion. - Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - 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.) | group discussion. - Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. - Students will use a variety of 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.) | group discussion. - Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
### FRENCH IV HONORS
**UNIT I: LEISURE**

| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | based on the text which may include: compare/contrast pieces, their opinion and personal connections. -Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. -Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc. |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  
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.  
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.  
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. | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher feedback. |
### FRENCH IV HONORS
#### UNIT I: LEISURE

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<tr>
<td>between reasons and evidence, and between claim(s) and counterclaims.</td>
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<tr>
<td>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.</td>
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<tr>
<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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</table>

(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.)

<table>
<thead>
<tr>
<th>W11-12b-f</th>
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<tbody>
<tr>
<td>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.</td>
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<td>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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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).</td>
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</table>

(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.
- Students will employ transition words correctly.
- Students will write both in the formal and informal registers.
- Students will answer open-ended questions.
- Students will revise and edit their writing based on peer and teacher feedback.
| W.11-12.3a,c,e | a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  

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.  

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).  

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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  

- Students will employ transition words correctly.  

- Students will write both in the formal and informal registers.  

- Students will answer open-ended questions.  

- Students will revise and edit their writing based on peer and teacher feedback. |
| 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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  

- Students will employ transition words correctly.  

- Students will write both in the formal and informal registers.  

- Students will answer open-ended questions.  

- Students will revise and edit their writing based on peer and teacher feedback. |
| 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.  

(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.  

- Students will employ transition words correctly.  

- Students will write both in the formal and informal registers.  

- Students will answer open-ended questions.  

- Students will revise and edit their writing based on peer and teacher feedback. |
<table>
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<tr>
<th>Code</th>
<th>Description</th>
<th>Examples</th>
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</table>
| 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.  
- Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
- 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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher 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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text. |
**FRENCH IV HONORS**  
**UNIT I: LEISURE**

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<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Comments</th>
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</table>
| 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 credit the source for ideas which are not their own.  
- Students will paraphrase effectively material that is not their own.  
- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- 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. (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.  
- Students will employ transition words correctly.  
- Students will produce timed and untimed writing assessments.  
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  
- 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, 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. |
FRENCH IV HONORS
UNIT I: LEISURE

<table>
<thead>
<tr>
<th>Presentations, whole class discussion, questions and answer, etc.</th>
<th>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. 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. 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. Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). Students will make connections between their own culture and those of the target language.</th>
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<tbody>
<tr>
<td>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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.)</td>
<td></td>
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<tr>
<td>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.</td>
<td>Students will be able to find and use sources appropriate for their task. Students will be able to access sources found on school/library databases. Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc. Students will be able to synthesize information from various sources to</td>
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</table>

Waterford Public Schools
| 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.  
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.  
Students will participate in daily speaking activities.  
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.  
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.  
Students will give summaries, in oral form, of articles, informational |
## FRENCH IV HONORS
### UNIT I: LEISURE

| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
  
  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
  b. Resolve issues of complex or contested usage, consulting references as needed.  
  
  (Communicate in the target language using the passé composé and imparfait while incorporating additional structures: gerunds, comparisons and relative pronouns.) | - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and those of the target language.  
- Students will be able to use effectively the two simple past tenses in French (passé composé and imparfait).  
- Students will be able to conjugate and use correctly verbs in the passé composé and imparfait.  
- Students will be able to correctly use gerunds.  
- Students will be able to make comparisons.  
- Students will connect sentences using relative pronouns.  
- Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.  
  
  Spell correctly.  
  
  (Describe and discuss leisure activities and friendships/relationships.) | - In writing and speaking, students will describe and discuss leisure activities (art, music, television, travel, etc.)  
- In writing and speaking, students will describe and discuss themes and topics related to friendships and relationships.  
- Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
- Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
## FRENCH IV HONORS
### UNIT II: EDUCATION AND CAREERS

| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
-Students will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-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.  
-Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
-Students will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form. |
| 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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
-Students will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
-Students will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
-Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
<p>| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, | -Students will share summaries using information from the text in written and oral form. |</p>
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<th>FRENCH IV HONORS</th>
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<td>UNIT II: EDUCATION AND CAREERS</td>
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<th>RI.11</th>
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<td>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.)</td>
<td>oral form.</td>
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<td>- Students will share their opinion, reactions and interpretations of a text in written and oral form.</td>
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<td>- 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.</td>
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<td>- Students will use text to identify the meaning of words in the context of the reading.</td>
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<td>RI.11-12.5</td>
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<td>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.)</td>
<td>- Students will share summaries using information from the text in written and oral form.</td>
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<td>- Students will share their opinion, reactions and interpretations of a text in written and oral form.</td>
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<td>- Students will answer questions based on the text.</td>
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<td>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<th>RI.11-12.6</th>
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<td>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.)</td>
<td>- Students will share summaries using information from the text in written and oral form.</td>
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<td>- Students will share their opinion, reactions and interpretations of a text in written and oral form.</td>
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<td>- Students will answer questions based on the text.</td>
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<td>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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</table>
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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 variety of articles and informational texts.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, | - Students will write regularly in class in a variety of formats. These may include, |
### FRENCH IV HONORS

#### UNIT II: EDUCATION AND CAREERS

<table>
<thead>
<tr>
<th>Using valid reasoning and relevant and sufficient evidence.</th>
<th>Journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</th>
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<tbody>
<tr>
<td>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.</td>
<td>- Students will employ transition words correctly.</td>
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<tr>
<td>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.</td>
<td>- Students will write both in the formal and informal registers.</td>
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<tr>
<td>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.</td>
<td>- Students will answer open-ended questions.</td>
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<tr>
<td>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.</td>
<td>- Students will revise and edit their writing based on peer and teacher feedback.</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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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.)

<table>
<thead>
<tr>
<th>W11-12b-f</th>
<th>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</th>
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<tbody>
<tr>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces,</td>
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<tr>
<td>W.11-12.3a,c,e</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<tr>
<td>a. Engage and orient the reader by</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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<td>-Students will employ transition words correctly.</td>
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<td>-Students will write both in the formal and informal registers.</td>
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<td>-Students will answer open-ended questions.</td>
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<td>-Students will revise and edit their writing based on peer and teacher feedback.</td>
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<td>persuasively.</td>
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<td>Students will employ transition words correctly.</td>
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<td>Students will answer open-ended questions.</td>
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<td>Students will revise and edit their writing based on peer and teacher feedback.</td>
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**FRENCH IV HONORS**

**UNIT II: EDUCATION AND CAREERS**

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<th>accurately through the effective selection, organization, and analysis of content.</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

(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.11-12.4 | 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
| (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.  
-Students will employ transition words correctly. |

**FRENCH IV HONORS**  
**UNIT II: EDUCATION AND CAREERS**

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

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)

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.)

-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions.
## FRENCH IV HONORS
### UNIT II: EDUCATION AND CAREERS

| 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 write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions.  
-Students will use Google Docs to share work with peers and teacher for revising and editing.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.1a</td>
<td>Experience, etc. Use transition words appropriately.)</td>
<td>Podcasts, videos, websites, blogs, etc.</td>
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<td></td>
<td>-Students will use their own words when using information from a text.</td>
<td>-Students will credit the source for ideas which are not their own.</td>
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<td>-Students will paraphrase effectively material that is not their own.</td>
<td>-Students will employ transition words correctly.</td>
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<tr>
<td>W.11-12.9</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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<td>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</td>
<td>-Students will credit the source for ideas which are not their own.</td>
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<td>-Students will use their own words when using information from a text.</td>
<td>-Students will paraphrase effectively material that is not their own.</td>
</tr>
<tr>
<td>W.11-12.10</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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<td></td>
<td>-Students will employ transition words correctly.</td>
<td>-Students will produce timed and untimed writing assessments.</td>
</tr>
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<td>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</td>
<td>-Students will effectively utilize transition words.</td>
</tr>
<tr>
<td>SL.11-12.1a-d</td>
<td>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 activities.</td>
<td>-Students will communicate orally on a regular basis in class. This may include formal and informal presentations to the peers.</td>
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</table>
### FRENCH IV HONORS

**UNIT II: EDUCATION AND CAREERS**

| Class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.  
- 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.  
- 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.  
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and those of the target language. |
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<tbody>
<tr>
<td>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.</td>
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<td>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
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<td>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.</td>
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<tr>
<td>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.)</td>
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</table>

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.)
| 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.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- 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.  
- 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 | - 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 |
| Participation, small group discussion, presentations, whole class discussion, questions and answer, etc. | Teacher, whole class discussion, small group discussion.  
- 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 the target language. They will be assessed using departmental rubrics and quantitative checklists.  
- 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.  
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and those of the target language. |
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
**a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
**b.** Resolve issues of complex or contested usage, consulting references as needed.  
(Communicate in the target language utilizing effectively the future tense and conditional mood, taking their differences) | - Students will be able to use effectively the Future tense, including all irregular verbs.  
- Students will be able to use effectively the Conditional mood, including all irregulars.  
- Students will be able to use the Present Subjunctive, including implied Future and more expanded structures.  
- Students will be able to use reflexive pronouns appropriately in the target language.  
- Students will be able to use the passive voice effectively and utilize the passive and active voices appropriately.  
- Students will be able to identify and utilize verbs with prepositions à/de. |
### FRENCH IV HONORS
#### UNIT II: EDUCATION AND CAREERS

<table>
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<tr>
<th>L.11-12.2b</th>
<th>into consideration. Communicate in the target language using the passive voice and correctly employing verbs with prepositions.)</th>
<th>- Students will be able to utilize the Passé Simple v. the Passé Composé in literary context.</th>
</tr>
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<tr>
<td></td>
<td>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss education, career options, community-related issues and communication in the target language.)</td>
<td>- In writing and speaking, students will discuss topics relating to education and careers. -Students will write and discuss topics related to community and communication issues. -Students will compare these topics among cultures. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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</table>
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**

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<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.)* | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.)* | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.)* | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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 context. *(Read, annotate and analyze a variety of articles, informational texts and short stories.)* | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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  | Determine two or more central ideas of a text and analyze their development over the | - Students will write regularly in class in a variety of formats. These may include, |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Task Description</th>
<th>Expected Outcomes</th>
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</table>
| 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 write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
| RI.11-12.5 | Analyze and evaluate the effectiveness of the structure an author uses in his or her | -Students will write regularly in class in a |
| 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 write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher. |
| 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 use Google Docs to share work with peers and teacher for revising and editing.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher. |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-Students may often be asked to make corrections to work based on a corrections guide provided by the teacher. |
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<thead>
<tr>
<th>W.11-12.1a-e</th>
<th>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</th>
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<tbody>
<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
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<td></td>
<td>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.</td>
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<td>e. Provide a concluding statement or section that follows from and supports</td>
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- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. 
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information into their writing.
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- Students will paraphrase effectively material that is not their own.
### FRENCH IV HONORS
#### UNIT III: HEALTH & WELLNESS

| the argument presented. | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| (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 employ transition words correctly.  
| 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. | -Students will investigate a self-generated topic and include that information in their writing.  
| 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. | -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
| 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. | -Students will use their own words when using information from a text.  
| d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | -Students will credit the source for ideas which are not their own.  
| 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. | -Students will paraphrase effectively material that is not their own.  
| 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). | |
| FRENCH IV HONORS  
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<th>UNIT III: HEALTH &amp; WELLNESS</th>
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</table>
| W.11-12.3a,c,e | 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.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  
| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
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  
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)  
c. 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.)  
| 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.)  
| -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.  
-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 |
## FRENCH IV HONORS
### UNIT III: HEALTH & WELLNESS

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| **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.  
(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 find and use sources appropriate for their task.  
-Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-Students will be able to synthesize information from various sources to support their point of view. |
| **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.  
-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 focus of the target language. They will be assessed using departmental rubrics and quantitative checklists.  
-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.  
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
-Students will make connections between their own culture and those of the target language. | -Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc. |
**FRENCH IV HONORS**

**UNIT III: HEALTH & WELLNESS**

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<tr>
<th>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.)</th>
<th>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.</th>
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<tbody>
<tr>
<td>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.)</td>
<td>-Students will be able to use effectively all command forms. -Students will be able to use pronouns in all five instances in order to avoid repetition and redundancy. -Students will be able to conjugate and use correctly the subjunctive mood in the present with nominal and adjectival clauses. -Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
</tr>
</tbody>
</table>
### FRENCH IV HONORS
#### UNIT III: HEALTH & WELLNESS

| 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 transition words appropriately.) | - In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture. -Students will present a current event of interest that they researched to the class. -Students will write on a variety of themes and topics regarding obstacles and barriers a member of the target culture faces. -Students will barriers and success stories among cultures. -Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
| 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. -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. -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. -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. -Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. -Students will present their opinion or a contrary opinion on a topic of interest or on |

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.
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<td>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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.)</td>
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-Students will make connections between their own culture and those of the target language.  

information learned from another source (article, podcast, etc.).
### FRENCH IV HONORS
#### UNIT III: HEALTH & WELLNESS

| 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.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- 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.  
- 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. |
<table>
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<tr>
<th>SL.11-12.5</th>
<th>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.)</th>
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<td>SL.11-12.6</td>
<td>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.)</td>
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- Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, 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.

- 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 the target language. They will be assessed using departmental rubrics and quantitative checklists.

- 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.

- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.

- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).

- Students will make connections between their own culture and those of the target language.
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking. | - Students will be able to use effectively the Imperative mood including with irregular verbs (and in the negative).  
- Students will be able to use effectively the pronouns with the Imperative mood.  
- Students will be able to use the Present Subjunctive mood effectively. |
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<td>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</td>
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<td></td>
<td>b. Resolve issues of complex or contested usage, consulting references as needed.</td>
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<td></td>
<td>(Communicate in the target language using the appropriate tenses, including the Imperative.)</td>
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| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. | - In writing and speaking, students will discuss topics relating to healthy living.  
-Students will write and discuss topics related to healthy living.  
-Students will compare these topics among cultures.  
-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
|   | Spell correctly. |   |
|   | (Describe and discuss athletics, sports, exercises and healthy living choices in target language. |   |
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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 | - Students will share summaries using |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
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<th>Standard</th>
<th>Description</th>
<th>Expected Outcomes</th>
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| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include compare/contrast pieces, their opinion and personal connections.  
- 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 | - Students will share summaries using information from the text in written and |
### FRENCH IV HONORS
**UNIT IV: GLOBAL CHALLENGES**

| Format (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.) | Oral form.
- Students will share their opinion, reactions and interpretations of a text in written and oral form.
- Students will answer questions based on the text.
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.
- Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc. |
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<tr>
<td>RI.11-12.10</td>
<td>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.)</td>
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<tr>
<td>W.11-12a-e</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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  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.
  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while |
  - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. |
  - Students will employ transition words correctly.
  - Students will write both in the formal and informal registers.
  - Students will answer open-ended questions.
  - Students will revise and edit their writing based on peer and teacher feedback. |
### FRENCH IV HONORS

**UNIT IV: GLOBAL CHALLENGES**

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| **W11-12b-f** | 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.  
  
  a. 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.  
  
  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.  
  
  d. Use precise language, domain-specific |
| **   | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
  
  -Students will employ transition words correctly.  
  
  -Students will write both in the formal and informal registers.  
  
  -Students will answer open-ended questions.  
  
  -Students will revise and edit their writing based on peer and teacher feedback. |
FRENCH IV HONORS
UNIT IV: GLOBAL CHALLENGES

| 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.  

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  

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)  

c. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
| 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

| 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.  
(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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
| --- | --- | --- |
| 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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
## FRENCH IV HONORS
### UNIT IV: GLOBAL CHALLENGES

| 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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information in their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information in their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, |
| 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. - Students will participate in daily speaking activities. - 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. - 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. - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). - Students will make connections between their own culture and those of the target language. |

- 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.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- 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.

- 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,
**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

| 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.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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.  
-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.  
-Students will participate in daily |
**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
| | a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
| | b. Resolve issues of complex or contested usage, consulting references as needed.  
| | (Communicate in the target language using the appropriate tenses in their appropriate sequence, including the Present Subjunctive mood.)  
| | - Students will be able to use effectively all tenses appropriately, including irregulars.  
| | - Students will be able to use pronouns effectively.  
| | - Students will be able to use effectively si clauses when communicating in the target language.  
| | - Students will be able to use the correct tense in a given situation.  

| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.  
| | - In writing and in speaking, students will discuss social issues such as homelessness.  
| | - Students will write on a variety of themes and topics in the target language.  

Discussion, questions and answer, etc.) Speaking activities.  
- 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.  
- 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.  
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and those of the target language.
**FRENCH IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

| Spell correctly. (Describe and discuss social issues as they relate to current events in the target language.) | language regarding news and current events.  
- Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
- Students will incorporate appropriate usage of vocabulary in their writing and speaking. |

**SUGGESTED RESOURCES**

https://leconjugueur.lefigaro.fr/conjugaison/verbe  
Scholastic Online Resources (via WHS Library Website)

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/  
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://apcentral.collegeboard.org/courses/ap-french-language-and-culture/classroom-resources  
http://www.bonjourdefrance.com/  
https://www.bbc.com/education/subjects/ztg9qxn  
http://frenchnsuccess.com/  
https://www.tolearnfrench.com/  
AMSCO Cours Supérieur de Français  
Le Petit Prince
### FRENCH IV HONORS
#### UNIT IV: GLOBAL CHALLENGES

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<tr>
<td>• Leisure activities: television, art, music, travel, camping</td>
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<td>• Friendships and relationships</td>
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<td>• Passé Composé v. Imperfect</td>
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<td>Unit 2</td>
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<td>X &gt;</td>
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<tr>
<td>• Careers, education, workplace, community, communication</td>
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<td>• Future with all irregulars</td>
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<td>• Conditional with all irregulars</td>
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<tr>
<td>• Use of literary Passé Simple v. conversational Passé Composé</td>
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<td>• Passive Voice</td>
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<td>• Use of prepositions with verbs</td>
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<tr>
<td>Unit 3</td>
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<td>X &gt;</td>
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<td>• Health and wellness: athletics and sports, exercise, healthy choices</td>
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<td>• All command forms (including in negative)</td>
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<tr>
<td>• Commands with pronouns</td>
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<tr>
<td>• Present Subjunctive</td>
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<tr>
<td>Unit 4</td>
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<td>X &gt;</td>
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<tr>
<td>• Global challenges: social problems, news and current events, homelessness, volunteering</td>
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<tr>
<td>• Review of all tenses previously learned</td>
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<td>• Demonstrative adjectives and pronouns</td>
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<td>• Si clauses</td>
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<td>• Sequence of tenses</td>
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<tr>
<td>• Future and Conditional Perfect, Pluperfect Subjunctive</td>
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Waterford Public Schools
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.
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
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]
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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
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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)
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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
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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]
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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 [CR6c]

• 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]
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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

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<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
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<td>Weekly grammar review</td>
<td>Weekly grammar review</td>
<td>Weekly grammar review</td>
<td>Moderato Cantabile, Duras</td>
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<tr>
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<td>Cyrano de Bergerac, Rostand</td>
<td>Music Unit</td>
<td>Current Events Unit</td>
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<tr>
<td>Candide, Voltaire</td>
<td>Cinema representations based upon Cyrano</td>
<td>la Guerre de Troie, Giraudoux</td>
<td>Literary Excerpts (as unit) with cinematic representations</td>
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<tr>
<td>Selected Fables, La Fontaine</td>
<td>Current Events Unit (lemonde.fr, Sélections)</td>
<td>Film – relevant to topics of la Guerre</td>
<td>Intensive review for the AP exam</td>
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<tr>
<td>AP style essays #1-4</td>
<td>Music Unit</td>
<td>Current Events Unit</td>
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<td>AP style essays #5-7</td>
<td>AP style essay #8-10</td>
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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.
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Course Materials and Resources

Primary textbooks [CR2c]


• 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


• 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/text
  
    • www.bbc.co.uk/languages/french
  
    • www.tv5.org
  
    • www.lemonde.fr

Film and film excerpts [CR2a]
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• 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.
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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.

CR6c: 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.

CR6e: 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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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 | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
**ADVANCED PLACEMENT FRENCH**  
**LANGUAGE AND CULTURE**

| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. |
## ADVANCED PLACEMENT FRENCH
### LANGUAGE AND CULTURE

<table>
<thead>
<tr>
<th>RI.11-12.7</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.11-12.10</td>
<td>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.)</td>
</tr>
</tbody>
</table>

- Students will answer questions based on the text.
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.
- Students will share summaries using information from the text in written and oral form.
- Students will share their opinion, reactions and interpretations of a text in written and oral form.
- Students will answer questions based on the text.
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.
- Students will use a variety of resources such as newspaper articles, journal articles, blogs, websites, etc.
| W.11-12a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
|  | 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.  
|  | 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.  
|  | 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.  
|  | 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.  
|  | e. 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.)  
|  | transition words in order to organize their ideas in speaking and writing.  
|  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
|  | -Students will employ transition words correctly.  
|  | -Students will write both in the formal and informal registers.  
|  | -Students will answer open-ended questions.  
|  | -Students will revise and edit their writing based on peer and teacher feedback.  
| W11-12b-f | 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.  
|  | 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.  
|  | 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.  
|  | d. Use precise language, domain-specific vocabulary, and techniques such as metaphor,  
|  | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
|  | -Students will employ transition words correctly.  
|  | -Students will write both in the formal and informal registers.  
|  | -Students will answer open-ended questions.  
|  | -Students will revise and edit their writing based on peer and teacher feedback. |
| W.11-12.3a,c,e | 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.) |
| W.11-12.4 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher feedback. |
## ADVANCED PLACEMENT FRENCH
### LANGUAGE AND CULTURE

| 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. (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 answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback.  
-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
| 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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher feedback. |
<p>| W.11-12.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths | -Students will write regularly in class in a variety of formats. These may include, journal entries, |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.11-12.9</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -Students will paraphrase effectively material that is not their own.</td>
</tr>
<tr>
<td>W.11-12.10</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -Students will produce timed and untimed writing assessments.</td>
</tr>
</tbody>
</table>
**ADVANCED PLACEMENT FRENCH**  
**LANGUAGE AND CULTURE**

| 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.)  
  
  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.  
  
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  
  
  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.  
  
  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.)  
  
  - Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  
  - Students will effectively utilize transition words.  
  
| 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.  
  - Students will be able to access sources found on school/library databases.  
  - Students will be able to access multiple sources of media, which

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## ADVANCED PLACEMENT FRENCH  
### LANGUAGE AND CULTURE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Sample Performance Indicators</th>
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<tbody>
<tr>
<td>SL.11-12.4</td>
<td>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.)</td>
<td>- Students will be able to synthesize information from various sources to support their point of view. - Students will accurately utilize transition words. - 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.</td>
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<tr>
<td>SL.11-12.5</td>
<td>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.)</td>
<td>- Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</td>
</tr>
<tr>
<td>SL.11-12.6</td>
<td>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.)</td>
<td>- 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. - Students will participate in daily speaking activities. - 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. - 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. - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.</td>
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</tbody>
</table>
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
   b. Resolve issues of complex or contested usage, consulting references as needed.  
   (Ongoing grammar review as needed.) | - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and those of the target language.  
- Teacher will conduct ongoing grammar review based on students’ needs.  
- Students will be able to make comparisons in the target languages using  
- Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.  
Spell correctly. | - Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
- Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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**

<table>
<thead>
<tr>
<th>Objectives for Unit I</th>
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<tbody>
<tr>
<td>Students will be able to identify themselves and others in the target language.</td>
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<tr>
<td>Students will be able to greet one another, introduce each other in the target language and bid each other farewell.</td>
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<td>Students will be able to express how they are feeling and ask that of others.</td>
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<td>Students will be able to use common vocabulary for salutations/exchanging pleasantries (“how are you today?”)</td>
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<td>Students will be able to ask about and state their name, age, place of origin, and nationality using verbs <strong>ser</strong> and <strong>tener</strong>.</td>
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<td>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.</td>
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<tr>
<td>Students will be able to identify simple nouns using <strong>hay</strong> (there is/there are) using classroom object vocabulary.</td>
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<td>Students will be able to use definite and indefinite articles.</td>
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<td>Students will be able to make negative sentences using <strong>no</strong>. (Does not necessarily include de after negation)</td>
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<tr>
<td>Students will be able to identify colors in the target language.(agreement of adjectives is not taught discreetly at this point)</td>
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<td>Students will be able to count from 1-100.</td>
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<td>Students will be able to tell time in the target language.</td>
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<tr>
<td>Students will be able to recognize cognates in the target language.</td>
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<tr>
<td>Students will use appropriately the correct forms of address for formal/informal and singular/plural. (in expressions like How are you)</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Essential Questions for Unit I</th>
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<tbody>
<tr>
<td>How do cultures use names and titles to identify social standing, if at all?</td>
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<tr>
<td>How does one greet and take leave of others?</td>
</tr>
<tr>
<td>How does one ask how others feel and talk about how I feel?</td>
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<tr>
<td>What influence does formal vs. informal greetings have in language?</td>
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<td>How does one conjugate the verb <strong>tener</strong> in the singular forms?</td>
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<tr>
<td>How does one use definite and indefinite articles before nouns?</td>
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<tr>
<td>How does one make a negative sentence using <strong>no</strong>?</td>
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<tr>
<td>How does one use nouns and articles in general, using <strong>hay</strong>?</td>
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<tr>
<td>How does one say their nationality and place of origin?</td>
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<tr>
<td>How does one conjugate the verb <strong>ser</strong> in the singular forms? (used with nationality)</td>
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<tr>
<td>How does one tell the time?</td>
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<tr>
<td>How does one ask and answer basic questions?</td>
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</table>
## SPANISH I ADVANCED

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
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</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues |
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one- |
### SPANISH I ADVANCED
### UNIT II: CALENDAR & WEATHER

<table>
<thead>
<tr>
<th>Standard/Standard</th>
<th>Objectives</th>
<th>Examples</th>
</tr>
</thead>
</table>
| CCSS. 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.  
- Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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.  
- Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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 no 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.
<table>
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<tr>
<th>Standard</th>
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<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. RI 9-10.4</td>
<td>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.</td>
<td>-Students will answer questions based on the text. &lt;br&gt;-Students will complete comprehension questions and matching activities based on what they’ve read. &lt;br&gt;-Students will complete vocabulary quizzes. &lt;br&gt;-Students will read short dialogues.</td>
</tr>
<tr>
<td>CCSS. RI 9-10.1</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>-Students will identify vocabulary based on what they’ve read. &lt;br&gt;-Students will answer questions based on the text. &lt;br&gt;-Students will fill in and complete dialogues based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS. RI 9-10.2</td>
<td>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.</td>
<td>-Students will answer questions based on a text.</td>
</tr>
<tr>
<td>CCSS. RI 9-10.4</td>
<td>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.</td>
<td>-Students will complete vocabulary quizzes using appropriate vocabulary. &lt;br&gt;-Students will fill-in and complete responses based on dialogues. &lt;br&gt;-Students will share information from what they’ve read.</td>
</tr>
<tr>
<td>CCSS. W 9-10.2a</td>
<td>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.</td>
<td>-Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address. &lt;br&gt;-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure. &lt;br&gt;-Students will revise their work based on teacher edits.</td>
</tr>
<tr>
<td>CCSS. SL 9-10.1c</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>-Students will ask and respond to greetings and farewells with peers and others in the target language. &lt;br&gt;-Students will participate in one-</td>
</tr>
<tr>
<td>CCSS. SL 9-10.4</td>
<td>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</td>
<td>to-one conversations/dialogues with peers in the target language.</td>
</tr>
</tbody>
</table>
| CCSS. 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 [here](#) for specific expectations.) | -Students will pronounce vocabulary words appropriately when role-playing with peers and others.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
<thead>
<tr>
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<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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. |
## SPANISH I ADVANCED
### UNIT IV: LIKES & DISLIKES

| CCSS. 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 participate in one-to-one conversations/dialogues with peers in the target language. -Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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?
<table>
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
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</tr>
</thead>
</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues.                                                                                                                                       |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read.                                                                                                          |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read.                                                                                                                      |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits.                                                                                                                       |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language.                                                                                                                        |
<p>| CCSS. SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with                                                                                                                                                                                                                                                                                                                             | - Students will pronounce vocabulary words appropriately when role-playing.                                                                                                                                                                |</p>
<table>
<thead>
<tr>
<th>CCSS. SL 9-10.6</th>
<th>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 here for specific expectations.)</th>
<th>-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.</th>
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<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>-Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
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<td>CCSS. L 9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>-Students will spell words correctly using appropriate accents and macrons.</td>
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<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>-Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
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<tr>
<td>CCSS. L 9-10.4a</td>
<td>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.</td>
<td>-Students will use prior knowledge and other cues to determine word meaning.</td>
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<tr>
<td>CCSS. L 9-10.4c</td>
<td>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.</td>
<td>-Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
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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?
<table>
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| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one- |
| CCSS. 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. | to-one conversations/dialogues with peers in the target language. -Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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. |
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 ‘de’
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when |
| CCSS. 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 [here](#) for specific expectations.) | presenting in front of a group (or with peers). |
| CCSS. L 9-10.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | - 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. 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. 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. 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. 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues.                                                     |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read.                                                                     |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read.                                   |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits.                                      |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language.                                    |
| CCSS. 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.  
-Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 here 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. 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.  
-Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| CCSS. 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.  
- Students will complete comprehension questions and matching activities based on what they’ve read.  
- Students will complete vocabulary quizzes.  
- Students will read short dialogues. |
| CCSS. 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.  
- Students will answer questions based on the text.  
- Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
- Students will fill-in and complete responses based on dialogues.  
- Students will share information from what they’ve read. |
| CCSS. 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.  
- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
- Students will revise their work based on teacher edits. |
| CCSS. 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.  
- Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. SL 9-10.4 | Present claims and findings, emphasizing salient points in a focused, coherent manner with | - Students will pronounce vocabulary words appropriately when role-
| **CCSS. 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 [here](#) 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. 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. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| **CCSS. 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. 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. 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. 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. |
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>- Students will answer questions based on the text.</td>
</tr>
<tr>
<td>RL 9-10.4</td>
<td></td>
<td>- Students will complete comprehension questions and matching activities based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>- Students will answer questions based on the text.</td>
</tr>
<tr>
<td>RI 9-10.1</td>
<td></td>
<td>- Students will identify vocabulary based on what they’ve read.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>- Students will answer questions based on a text.</td>
</tr>
<tr>
<td>RI 9-10.2</td>
<td></td>
<td>- Students will complete responses based on dialogue.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>- Students will complete vocabulary quizzes using appropriate vocabulary.</td>
</tr>
<tr>
<td>RI 9-10.4</td>
<td></td>
<td>- Students will fill in and complete responses based on dialogues.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>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.</td>
<td>- Students will write dialogues demonstrating mastery of vocabulary and cultural forms of address.</td>
</tr>
<tr>
<td>W 9-10.2a</td>
<td></td>
<td>- Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.</td>
</tr>
<tr>
<td>CCSS.</td>
<td>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</td>
<td>- Students will ask and respond to greetings and farewells with peers and others in the target language.</td>
</tr>
<tr>
<td>SL 9-10.1c</td>
<td></td>
<td>- Students will participate in one-to-one conversations/dialogues.</td>
</tr>
</tbody>
</table>
## SPANISH I ADVANCED
### UNIT X: AFTER SCHOOL ACTIVITIES

| CCSS. 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. | with peers in the target language. -Students will pronounce vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers). |
| CCSS. 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 [here](#) 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. 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. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language. |
| CCSS. 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. 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. 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. 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 and 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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
| CCSS. SL 9-10.1c | Present claims and findings, emphasizing salient aspects of the ideas or evidence.                                                                                                                                       | -Students will pronounce                                                                                                                                         |
### SPANISH I ADVANCED
#### UNIT XI: LEISURE ACTIVITIES

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Student Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL 9-10.4</td>
<td>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.</td>
<td>vocabulary words appropriately when role-playing with peers and others. Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</td>
</tr>
<tr>
<td>CCSS. SL 9-10.6</td>
<td>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 here for specific expectations.)</td>
<td>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.</td>
</tr>
<tr>
<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS. L 9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4a</td>
<td>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.</td>
<td>Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4c</td>
<td>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.</td>
<td>Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
</tbody>
</table>
## 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?
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| CCSS. 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.  
-Students will complete comprehension questions and matching activities based on what they’ve read.  
-Students will complete vocabulary quizzes.  
-Students will read short dialogues. |
| CCSS. 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.  
-Students will answer questions based on the text.  
-Students will fill in and complete dialogues based on what they’ve read. |
| CCSS. 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. 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.  
-Students will fill-in and complete responses based on dialogues.  
-Students will share information from what they’ve read. |
| CCSS. 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.  
-Students will write in a variety of formats in class to demonstrate vocabulary comprehension and mastery of sentence structure.  
-Students will revise their work based on teacher edits. |
| CCSS. 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.  
-Students will participate in one-to-one conversations/dialogues with peers in the target language. |
<p>| CCSS.         | Present claims and findings, emphasizing salient                                                                                                                                                                           | -Students will pronounce                                                                                       |</p>
<table>
<thead>
<tr>
<th>SL 9-10.4</th>
<th>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.</th>
<th>vocabulary words appropriately when role-playing with peers and others. -Students will maintain eye contact with peers and others and speak clearly when presenting in front of a group (or with peers).</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS. SL 9-10.6</td>
<td>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 here for specific expectations.)</td>
<td>-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.</td>
</tr>
<tr>
<td>CCSS. L 9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>-Students will use appropriate word order and syntax when speaking or responding to questions or in dialogues with peers and others. -Students will demonstrate appropriate grammatical skills in their speaking and writing in the target language.</td>
</tr>
<tr>
<td>CCSS. L 9-10.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>-Students will spell words correctly using appropriate accents and macrons.</td>
</tr>
<tr>
<td>CCSS. L 9-10.3</td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>-Students will use the appropriate pronoun when discussing how one is or how others are feeling.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4a</td>
<td>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.</td>
<td>-Students will use prior knowledge and other cues to determine word meaning.</td>
</tr>
<tr>
<td>CCSS. L 9-10.4c</td>
<td>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.</td>
<td>-Students will use dictionaries of other reference materials/resources to look up unknown vocabulary and idioms.</td>
</tr>
<tr>
<td>Unit or Grade Level Expectations</td>
<td>1st Quarter</td>
<td>2nd Quarter</td>
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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Greetings/Introductions/Farewells/ Useful Expressions</td>
<td></td>
<td></td>
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<tr>
<td>¿Cómo está(s)? ¿Cómo te llamas? ¿de dónde eres? ¿y tú? ¿y usted?</td>
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<tr>
<td>(mu) 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</td>
<td></td>
<td></td>
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<tr>
<td>Identifying nouns: el papel, el cuaderno, la carpeta, el libro, el pupitre, el escritorio, el bolígrafo, el lápiz.</td>
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<tr>
<td>Gender with definite and indefinite articles, making nouns plural.</td>
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<tr>
<td>Irregular verb ser (yo and tú)</td>
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<tr>
<td>Numbers (0-100)</td>
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<tr>
<td>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 medía etc.</td>
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<tr>
<td>¿Cuántos años tienes? Tengo ….años. Tener + age expression (yo and tú)</td>
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<tr>
<td>Subject pronouns, difference between tú &amp; Ud.</td>
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<tr>
<td><strong>Unit 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>Calendar and weather</td>
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<td></td>
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<tr>
<td>Day/Month/Season Vocabulary</td>
<td></td>
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<tr>
<td>Identifying dates/días on calendar</td>
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<tr>
<td>Asking and answering questions about one’s birthday- ¿Cuándo es tu cumpleaños?</td>
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<tr>
<td>Mi cumpleaños es el ….de…..</td>
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<tr>
<td>Identifying weather in Spanish</td>
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<tr>
<td>¿Qué tiempo hace?</td>
<td></td>
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<tr>
<td>Hace frío/calor/ sol/ viento/buen tiempo/mal tiempo</td>
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<tr>
<td>Está nublado/lloviendo/nevando</td>
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<tr>
<td>Hay tormentas</td>
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<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Likes and Dislikes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expressing likes with A mí (No) Me gusta + verb in infinitive</td>
<td></td>
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</tr>
<tr>
<td>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</td>
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<tr>
<td>Showing agreement with a mí también/tampoco</td>
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<tr>
<td>Making a negative sentence using ni…ni, nada, no, tampoco</td>
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<tr>
<td>Talking about what others like using te gusta, le gusta</td>
<td></td>
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<tr>
<td>Asking and answering what others like to do using qué</td>
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<tr>
<td>Unit 4</td>
<td>Descriptions of people</td>
<td>X</td>
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<tr>
<td></td>
<td>Using simple adjectives to describe (soy, eres, es + adj)</td>
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<tr>
<td></td>
<td>Artístico(a), atrevido(a), bueno(a), deportista,</td>
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<tr>
<td></td>
<td>desordenado(a), estudiante(a), grácioso(a), impaciente,</td>
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<tr>
<td></td>
<td>inteligente, ordenado(a), paciente, perezoso(a), reservado(a),</td>
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<tr>
<td></td>
<td>serio(a), simpático(a), sociable, talentoso(a), trabajador(a).</td>
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<tr>
<td></td>
<td>Word order, articles and adjective placement and agreement in sentences.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Family</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Describing family members by age, relationship, and personality traits.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(hermano/a, primo/a, madre, padre, abuelo/a, tío/a, madrastra, padrastro, etc.)</td>
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<tr>
<td></td>
<td>Irregular verb ‘tener’ in the singular forms.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>School Life</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject pronouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conjuncting regular -ar verbs in Present tense (hablar, estudiar, necesitar, enseñar, escuchar, bailar, cantar, pasar, trabajar)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tengo and tienes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School subjects/schedules/supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordinal numbers</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Describing where things are located in the classroom.</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prepositions (cerca de, al lado de, a la derecha, a la izquierda, enfrente, lejos de, detrás de)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irregular verb estar</td>
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<tr>
<td></td>
<td>Forms of the contraction del</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>In the home</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>House vocabulary like: la cocina, el cuarto, la sala, el baño, el patio</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional furniture vocabulary like la mesa, la cama, el televisor, el sofá, la silla</td>
<td></td>
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<tr>
<td></td>
<td>Question words ¿qué?, ¿dónde?</td>
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<tr>
<td></td>
<td>Review -ar conjugations: Limpiar, estudiar, descansar, cocinar, lavar, hablar, mirar, trabajar.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Unit 9</th>
<th>Foods and Cultural Traditions</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food &amp; drink vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regular -er and -ir verbs (comer, compartir, beber)</td>
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</tbody>
</table>
**SPANISH I ADVANCED**  
**PACING GUIDE**

<table>
<thead>
<tr>
<th><strong>Unit 10</strong></th>
<th><strong>Unit 11</strong></th>
<th><strong>Unit 12</strong></th>
</tr>
</thead>
</table>
| Tener expressions: Tengo hambre and Tengo sed  
Additional adjectives of description like sabroso, horrible, asqueroso, delicioso, rico  
Review expressions ‘me gusta comer/beber…’, ‘no me gusta comer /beber ….’ | Leisure Activities  
Near Future (ir + a+ infinitive)  
Vocabulary for activities outside of school: Ir de cámping, el concierto, la fiesta, el partido.  
Sports: el fútbol el voleibol, el golf, el tenis, el béisbol, el básquetbol, el fútbol americano.  
Extend, accept and decline invitations using the expressions: te gustaría, quieres, puedes, sabes, lo siento, tengo que, etc.  
Tell when an event happens: ¿A qué hora?, ¿cuándo?  
The irregular verbs ‘saber, jugar, preferir, poder. | Summer activity vocabulary: viajar, visitar, empacar, llevar and previously learned verbs.  
Review Near Future tense (ir a+ infinitive)  
Review asking and answering yes/no questions and open ended questions. |

Waterford Public Schools
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.
**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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text. |
| **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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
## SPANISH II ADVANCED / II HONORS
### UNIT I: FAMILY

<table>
<thead>
<tr>
<th>RI.9-10.10</th>
<th>By the end of <strong>level 2</strong>, 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.)</th>
</tr>
</thead>
</table>
|            | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use transition words in their speaking and writing. |

| W.9-10.1a-1e | 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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
Provide a concluding statement or section that follows from and supports the argument |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
**SPANISH II ADVANCED / II HONORS**  
**UNIT I: FAMILY**

| W.9-10.2a-2f | 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. |
### SPANISH II ADVANCED / II HONORS

#### UNIT I: FAMILY

| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -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 words correctly.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students may often be asked to |
| 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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, etc. |
| 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 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").  
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").  
(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.) | Websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own.  
-Students will write regularly in class in a variety of formats.  
These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
### SPANISH II ADVANCED / II HONORS
#### UNIT I: FAMILY

| SL.9-10.1a-1d | 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.)  

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.  

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.  

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.  

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.) | 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.  

-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.  

-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.  

-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.  

-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  

-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  

-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 | Students will be able to find and use sources appropriate for their task. |</p>
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<tr>
<td><strong>SPANISH II ADVANCED / II HONORS</strong>&lt;br&gt;<strong>UNIT I: FAMILY</strong></td>
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</table>
| credibility and accuracy of each source. | -Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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.  
-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. 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 use effectively the present tense, including irregulars. Irregular verbs will include venir and tener with expressions. Students in the Honors level will learn all irregular groups in the Present tense.  
-Students will be able to use adjectives to appropriately express possession. (my, your, his, her, etc.)  
-Students will be able to express, use and conjugate the verb “to be” in the target language (ser |   |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.  
  
  Spell correctly.  
  
  (Describe and discuss family members, cultural and family celebrations and compare them to one’s own culture. **Honors** students - Describe life stages and typical coming of age celebrations.) | - In writing and speaking, students will describe, name and discuss family members.  
  
  - Students will compare families and celebrations among cultures.  
  
  - Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
  
  - Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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.
<table>
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<tr>
<th>Standards</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | 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.) | presentations and group discussion. |
| RI.9-10.10 | By the end of **level 2**, 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.) | presentations and group discussion. |
| W.9-10.1a-1c | 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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.) | ways which may include presentations and group discussion.  
-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.2a-2f | 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.  
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, | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.)

| W.9-10.3a-3c | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
### SPANISH II ADVANCED / II HONORS
#### UNIT II: IN THE CITY

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<td><strong>W.9-10.4</strong> 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.)</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on peer and teacher suggestions.</td>
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<td><strong>W.9-10.5</strong> 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.)</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students may often be asked to write more than one draft of a piece. - Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</td>
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<td><strong>W.9-10.6</strong> 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.)</td>
<td>- Students will use Google Docs to share work with peers and teacher for revising and editing. - Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. - Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</td>
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<tr>
<td>W.9-10.7</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</td>
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<td>W.9-10.8</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -Students will paraphrase effectively material that is not their own.</td>
</tr>
<tr>
<td>W.9-10.9a-9b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature (e.g., &quot;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</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-</td>
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draws on a play by Shakespeare].

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").

(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.)

generated topic and include that information into their writing.
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- 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.
- Students will employ transition words correctly.
- Students will produce timed and untimed writing assessments.
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)

SL.9-10.1a-1d 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.)

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.

- 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.
- 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.
- Students will present formally to the class as well as using tools such as Voice Memo and iRadio.
### SPANISH II ADVANCED / II HONORS
#### UNIT II: IN THE CITY

<table>
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<tr>
<th>SL.9-10.2</th>
<th>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</th>
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</table>
| | -Students will be able to find and use sources appropriate for their task.  
-Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-Students will be able to synthesize information from various sources to support their point of view. |

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<th>SL.9-10.4</th>
<th>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.)</th>
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</table>
| | -Students will accurately utilize transition words.  
-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. |

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.

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.

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.)

They will also compare their own culture to that of the target language. They will be assessed using departmental rubrics.
-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.
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
-Students will make connections between their own culture and that of the target language.
<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.) | 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. 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. <em>Honors</em> 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 <em>Honors</em> level will learn all irregular groups in the Present tense. Students will be able to express what they know and are familiar with using saber and conocer. Students will describe the location of items using prepositions (in, around, in front, behind, near). <em>Honors</em> students will describe location using additional prepositions (to the right, to the left, across, far, etc.) Students will describe location using demonstrative adjectives (this, that, those). <em>Honors</em> students will describe location using demonstrative adjectives and demonstrative pronouns. Students will rewrite sentences, in order to shorten them, using direct and indirect object pronouns. <em>Honors</em> students will utilize the various placements of these pronouns in a sentence. Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |</p>
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<th>L.9-10.2c</th>
<th>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss topics dealing with the city, which may include restaurants, shopping and clothing, modes of transportation, etc.. <strong>Honors</strong> 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.)</th>
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<td>- In writing and speaking, students will describe, name and discuss places of interest in the city (restaurants, stores, important buildings, etc.). <strong>Honors</strong> students will describe, name and discuss monuments and other notable sites. -Students will describe, name and discuss modes of transportation. <strong>Honors</strong> students will discuss and describe how to navigate a city. -Students will describe, name and discuss activities that take place in a city, which may include shopping and visiting restaurants. -Students will compare a city experience in their own culture to that of the target culture. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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### 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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
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- Students will answer questions based on the text.  
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- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
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- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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                                                                                                                                                                                    | - Students will write summaries                                                                                                                                                                                  |
### SPANISH II ADVANCED / II HONORS
#### UNIT III: DAILY ROUTINE

| R1.9-10.6 | 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| --- | --- | --- |
| R1.9-10.10 | By the end of **level 2**, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| W.9-10.1a-1c | 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, |  

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| clear relationships among claim(s), counterclaims, reasons, and evidence. | informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
| 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. |  |
| 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. |  |
| Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) |  |

**W.9-10.2a-2f**

| 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. | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
| 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. Establish and maintain a formal style and objective tone while attending to the norms |  |
and conventions of the discipline in which they are writing. 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.)

**W.9-10.3a-3e** 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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.)

**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.)

- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
- Students will employ transition words correctly.
- Students will write both in the formal and informal registers.
- Students will answer open-ended questions.
- Students will revise and edit their writing based on peer and teacher suggestions.
### SPANISH II ADVANCED / II HONORS

#### UNIT III: DAILY ROUTINE

| 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.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self- |
| **SPANISH II ADVANCED / II HONORS**  
**UNIT III: DAILY ROUTINE** |  |
|---|---|
| **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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
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]").  
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"). (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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own. |
### SPANISH II ADVANCED / II HONORS
#### UNIT III: DAILY ROUTINE

| 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.  
- Students will employ transition words correctly.  
- Students will produce timed and untimed writing assessments.  
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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.)  

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.  

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.  

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or ideas which are not their own.  
- Students will paraphrase effectively material that is not their own. | - 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.  
- 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.  
- 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.  
- 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. |
<table>
<thead>
<tr>
<th>SL.9-10.2</th>
<th>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL.9-10.4</td>
<td>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.)</td>
</tr>
<tr>
<td>SL.9-10.5</td>
<td>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.)</td>
</tr>
<tr>
<td>SL.9-10.6</td>
<td>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.).)</td>
</tr>
<tr>
<td>L.9-10.1b</td>
<td>Demonstrate command of the conventions of standard English grammar and usage</td>
</tr>
</tbody>
</table>

- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and to that of the target language.
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss chores and activities related to the home. **Honors** students - Describe and discuss body parts and grooming.) | Progressive tense, including irregulars. Students in the **Honors** level will utilize proper placement of object pronouns with gerunds (attached or in front of conjugated verb). - Students will describe location using pronouns. - **Honors** 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. - Students will incorporate appropriate usage of grammatical skills in their writing and speaking. - In writing and speaking, students will describe, name and discuss chores activities related to the home. - **Honors** students, in writing and speaking, will describe, name and discuss body parts and grooming. - Students will compare daily routines and responsibilities in the home among cultures. - Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). - Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
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.
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
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| 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.) | - Students will write summaries using information from the text.  
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- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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 | - Students will write summaries using |
### SPANISH II ADVANCED / II HONORS
#### UNIT IV: VACATIONS

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<td>R1.9-10.6</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>R1.9-10.10</td>
<td>By the end of level 2, 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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>W.9-10.1a-1c</td>
<td>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries,</td>
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<td>W.9-10.2a-2f</td>
<td>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. 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. Establish and maintain a formal style and objective tone while attending to the norms.</td>
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<td>Informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on peer and teacher suggestions.</td>
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and conventions of the discipline in which they are writing. 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.)

| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |

<p>| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive |
| 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. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -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. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that... |</p>
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<td>W.9-10.8</td>
<td>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.)</td>
<td>- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will investigate a self-generated topic and include that information into their writing. - Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. - Students will use their own words when using information from a text. - Students will credit the source for ideas which are not their own. - Students will paraphrase effectively material that is not their own.</td>
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<td>W.9-10.9a-9b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature (e.g., &quot;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]&quot;). Apply grades 9-10 Reading standards to literary nonfiction (e.g., &quot;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&quot;). (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.)</td>
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<td>Write routinely over extended time frames (time for research, reflection, and revision)</td>
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### SPANISH II ADVANCED / II HONORS
#### UNIT IV: VACATIONS

| **SL.9-10.1a-1d** | **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.)**  
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.  
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.  
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.  
Respond thoughtfully to diverse perspectives, include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- 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.  
- 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.  
- 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.  
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned. |

| **include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.** |  
- Students will employ transition words correctly.  
- Students will produce timed and untimed writing assessments.  
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| 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.  
-Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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.  
-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. 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

|   | (Communicate in the target language using Preterite tense. **Honors** 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.) | Students in the **Honors** level will learn all irregular groups in the Preterite tense.  
- **Honors** students will be able to communicate in the past using the Imperfect tense and all irregulars.  
- **Honors** students will be able to express past events and actions using both the Preterite and Imperfect tenses.  
- 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.  
Spell correctly.  
(Describe and discuss attractions. **Honors** students - Describe and discuss travel and lodging.) | - In writing and speaking, students will describe, name and discuss different attractions one may see on a vacation.  
- **Honors** students will name, describe and discuss various types of travel (air, train, bus, etc.) and lodging.  
- Students will compare vacations and attractions among culture.  
- Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
- Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
### 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.
<table>
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<tr>
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<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | presentations and group discussion. - Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - 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.) | presentations and group discussion. - Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - 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 level 2, 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.) | presentations and group discussion. - Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
### SPANISH II ADVANCED / II HONORS
#### UNIT V: LIFESTYLES (HONORS)

| W.9-10.1a-1c | 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. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | ways which may include presentations and group discussion. - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.2a-2f | 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. 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, | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on peer and teacher suggestions. |
and clarify the relationships among complex ideas and concepts.

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.)

| W.9-10.3a-3c | 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.
| | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
| | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
| | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
| | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
| | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
| | - Students will employ transition words correctly.
| | - Students will write both in the formal and informal registers.
| | - Students will answer open-ended questions.
| | - Students will revise and edit their writing based on peer and teacher suggestions. |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
-Students will employ transition words correctly.  
-Students may often be asked to write more than one draft of a piece.  
-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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information into their writing.
- 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.
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information into their writing.
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- 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.**

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]").

- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
- Students will employ transition words correctly.
- Students will investigate a self-generated topic and include that information into their writing.
### SPANISH II ADVANCED / II HONORS
#### UNIT V: LIFESTYLES (HONORS)

| Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delinate 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"). (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 investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
- Students will use their own words when using information from a text.
- Students will credit the source for ideas which are not their own.
- 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.
- Students will employ transition words correctly.
- Students will produce timed and untimed writing assessments.
- Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d 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.)
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.
Work with peers to set rules for collegial | 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.
- 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.
- 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 |
### 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

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.

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.)

- Students will be able to find and use sources appropriate for their task.
- Students will be able to access sources found on school/library databases.
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.
- Students will be able to synthesize information from various sources to support their point of view.

### 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 accurately utilize transition words.
- 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.

### 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 incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.

### 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)
## SPANISH II ADVANCED / II HONORS
### UNIT V: LIFESTYLES (HONORS)

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<tr>
<th>Standard</th>
<th>Description</th>
<th>Additional Information</th>
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<tr>
<td>SL.9-10.6</td>
<td>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.)).</td>
<td>Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
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<tr>
<td>L.9-10.1b</td>
<td>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 Future tense and Conditional mood.)</td>
<td>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. Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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<tr>
<td>L.9-10.2c</td>
<td>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss making healthy choices, including exercise and sports, eating well, etc.)</td>
<td>In writing and speaking, students will describe, name and discuss sports and other forms of exercise. In writing and speaking, students will describe, name and discuss healthy habits such as eating well and rest. Students will compare sports and healthy habits among cultures. Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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</tbody>
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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)

**Advanced**
- Auténtico 1 textbook published by Pearson [www.quia.com](http://www.quia.com) [www.nearpod.com](http://www.nearpod.com)
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<tr>
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<td>● Present tense - venir, tener w/expressions.</td>
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<td>● Possessive Adjectives</td>
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<td>● Ser v. Estar</td>
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<td>● Comparative and Superlative</td>
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<td>● Family members and celebrations</td>
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<tr>
<td><strong>Honors</strong></td>
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<tr>
<td>● Present tense - all irregular groups</td>
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<td><strong>Unit 2</strong></td>
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<td>● Present tense including irregulars (o-ue, e-ie, e-i, u-ue)</td>
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<td>● Saber v. Conocer</td>
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<td>● Prepositions (a la derecha, a la izquierda, cerca, lejos, adentro, afuera, delante de, detrás de, debajo, encima de, al lado de)</td>
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<tr>
<td>● Demonstrative adjectives (este, esta, ese, esa, aquel, aquella)</td>
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<td>● Direct and Indirect Object Pronouns</td>
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<td>● Place of interest in the city</td>
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<td>● Modes of transportation</td>
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<td>● City activities (shopping, visiting restaurants)</td>
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<tr>
<td><strong>Honors</strong></td>
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<td>● Present tense - all irregular groups</td>
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<td>● Prepositions (hasta, frente, derecho)</td>
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<td>● Demonstrative adjectives and pronouns (este, esta, estos estás, ese, esa, esos, esas, aquel, aquella, aquellos, aquellas, éste, ésta, éstos, éstas, ése, ésa, éses, ésas, aquél, aquélla, aquél, aquéllas)</td>
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<td>● Direct and Indirect Object Pronouns (with placements)</td>
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<td>● Monument and other notable sites</td>
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<td>● How to navigate a city</td>
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<td><strong>Unit 3</strong></td>
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<tr>
<td>● Present Progressive Tense</td>
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<td>● Chores related to the home</td>
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<td>● Daily Routines and Responsibilities in the home</td>
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<td><strong>Honors</strong></td>
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<td>● Present Progressive Tense with Pronouns</td>
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<td>● Reflexive Verbs including all irregulars</td>
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<td>● Placement of Reflexive Pronouns</td>
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## SPANISH II ADVANCED / II HONORS PACING GUIDE

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<th>Unit 4</th>
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<tbody>
<tr>
<td>• Body parts and grooming</td>
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<td>• Preterite (all -ar, -er, -ir, ir, ver, hacer, ser, estar, dar, tener, car, gar, zar)</td>
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<td>• Attractions one would see on vacations</td>
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### Honors

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<tr>
<td>• Preterite including all irregular groups</td>
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<td>• Imperfect</td>
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<td>• Preterite v. Imperfect</td>
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<td>• Travel and lodging (avion, tren, bus)</td>
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### Unit 5 Honors Only

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<td>• Future Tense and all irregulars</td>
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<td>• Conditional Mood and all irregulars</td>
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<td>• Healthy habits including physical activity, eating and sleep</td>
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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.
**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.**
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will share summaries, orally and in writing, using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries, orally and in writing, using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text. |
| 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.) | - Students will share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 share, orally and in writing, summaries using information from the text.  
- Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 level 2, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding | - Students will share, orally and in writing, summaries using information from the text. |
### SPANISH III ADVANCED / III HONORS
#### UNIT I: DAILY LIFE

| as needed at the high end of the range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | - Students will share, orally and in writing, reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing/speaking based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will utilize transition words. |
|---|---|
| W.9-10.1a-1e | 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.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9- | Introduce a topic; organize complex ideas, | - Students will write regularly in class in |
### SPANISH III ADVANCED / III HONORS
#### UNIT I: DAILY LIFE

| 10.2a-2f | 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.  
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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
and/or characters.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.)

| 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.) |
| 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.
- Students will employ transition words correctly.
- Students will write both in the formal and informal registers.
- Students will answer open-ended questions.
- Students will revise and edit their writing based on peer and teacher suggestions.

- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
- Students will employ transition words correctly.
- Students may often be asked to write more than one draft of a piece.
- 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.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own. |
| W.9- | Draw evidence from literary or informational | -Students will write regularly in class in |
| 10.9a-9b | 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 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]"). 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"). (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.) | a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -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. -Students will employ transition words correctly. -Students will produce timed and untimed writing assessments. -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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.) | -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. -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 |
| 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.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- 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.  
- 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. |
<table>
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<tr>
<th>Standard</th>
<th>Description</th>
<th>Additional Information</th>
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<tr>
<td>SL.9-10.5</td>
<td>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.)</td>
<td>Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</td>
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<td>SL.9-10.6</td>
<td>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.).)</td>
<td>Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
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<td>L.9-10.1b</td>
<td>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 reflexive verbs.)</td>
<td>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 Honors 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. Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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<tr>
<td>L.9-10.2c</td>
<td>Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss morning and evening routines and daily responsibilities. <strong>Honors</strong> students - Identify and discuss personal items.)</td>
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<td>- In writing and speaking, students will describe, name and discuss morning and evening routines. -Students will compare daily routines among cultures. -In writing and speaking, students will describe, name and discuss daily responsibilities, including household chores. -Students will compare daily responsibilities and household chores among cultures. -<strong>Honors</strong> students, in writing and speaking, will describe, name and discuss personal items, such as wallet, laptop computer, sunglasses, umbrella, etc. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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### 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/Pas 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/Pas 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.
<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
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<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<tr>
<td>RI.9-10.4</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other</td>
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|   |   | writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| R1.9-10.6 | 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 **level 2**, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| W.9-10.1a-1c | 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.  
  
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.  
  
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.  
  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats which | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.2a-2f | 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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). | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
### SPANISH III ADVANCED / III HONORS  
**UNIT II: PAST EVENTS**

| W.9-10.3a-3e | 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.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers. |
| 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. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -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 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition |
### SPANISH III ADVANCED / III HONORS
#### UNIT II: PAST EVENTS

| entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
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  

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Waterford Public Schools
| SL.9-10.1a-1d | 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.) | 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. Students will participate in daily speaking activities. Examples of this may be “stamps,” where |
| 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. Students will employ transition words correctly. Students will produce timed and untimed writing assessments. Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |

Author draws on a play by Shakespeare"). 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").

(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.)
| 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 receive stamps for speaking in class. The stamps will then be converted into a grade based on their participation. 
-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. 
-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. 
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. 
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). 
-Students will make connections between their own culture and to that of the target language. |
| 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.  
-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.) | -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. |
| <strong>L.9-10.1b</strong> | 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 the Preterite and the Imperfect. Communicate using past tenses appropriately in the target language.) | - 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. - Students will be able to use the past tenses effectively. - Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
| <strong>L.9-10.2c</strong> | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss childhood and major life events.) | - In writing and speaking, students will describe, name and discuss vocabulary related to one’s childhood. - In writing and speaking, students will describe and discuss major life events. - Students will compare childhood experiences among cultures (school, home life, etc.). - Students will compare major life events among cultures (religious and coming of age celebrations). - Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). - Students will incorporate |</p>
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<th>appropriate usage of vocabulary in their writing and speaking.</th>
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**SPANISH III ADVANCED / III HONORS**  
**UNIT III: LEISURE**

<table>
<thead>
<tr>
<th>Objectives for Unit III</th>
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<tbody>
<tr>
<td>Students will be able to, in writing and speaking, discuss leisure activities, such as shopping, cooking, camping and travel.</td>
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<td>Students will be able to conjugate and use a variety of verbs in the Imperative mood.</td>
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<td>Students will be able to shorten sentences with the use of object pronouns and their correct placement.</td>
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<tr>
<th>Essential Questions for Unit III</th>
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<tr>
<td>How does one discuss, orally and in writing, different types of leisure activities?</td>
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<td>How does one direct someone to do something?</td>
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<tr>
<td>How does one replace parts of a sentence in order to not be repetitive?</td>
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**ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2 apply to this unit.**
<table>
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information level. |

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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 level 2, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will write both in the formal and informal registers. - Students will answer open-ended questions. - Students will revise and edit their writing based on peer and teacher suggestions. |
| **W.9-10.2a-2f** | 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. Develop the topic with well-chosen, relevant, | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. |
### SPANISH III ADVANCED / III HONORS

#### UNIT III: LEISURE

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<th>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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.)</th>
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<td>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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and</td>
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<td><strong>UNIT III: LEISURE</strong></td>
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| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -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. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -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 | -Students will use Google Docs to share work with peers and teacher for revising and editing. -Students will use Google Slides, Prezi and/or PowerPoint to |
| 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.
-Students will employ transition words correctly.
-Students will investigate a self-generated topic and include that information into their writing.
-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.
-Students will employ transition words correctly.
-Students will investigate a self-generated topic and include that information into their writing.
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.
-Students will use their own words when using information from a text.
-Students will credit the source for ideas which are not their own.
-Students will paraphrase effectively material that is not |
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<th>Standard</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>W.9-10.9a-9b</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grades 9-10 Reading standards to literature (e.g., &quot;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]&quot;). Apply grades 9-10 Reading standards to literary nonfiction (e.g., &quot;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&quot;). (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.)</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will investigate a self-generated topic and include that information into their writing. - Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. - Students will use their own words when using information from a text. - Students will credit the source for ideas which are not their own. - Students will paraphrase effectively material that is not their own.</td>
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<td>W.9-10.10</td>
<td>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.)</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will produce timed and untimed writing assessments. - Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</td>
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<tr>
<td>SL.9-10.1a-1d</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</td>
<td>- Students will communicate orally on a regular basis in class. This may include formal and informal discussions.</td>
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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. | Informal presentations to the class or small groups, one-on-one question and answer with peers or teacher, whole class discussion, small group discussion.  
-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.  
-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.  
-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.  
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
-Students will make connections between their own culture and to that of the target language. |
| 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.  
-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. 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. Alter sentence structure so as not to be repetitive in the target language (more profoundly covered in Honors.) | -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 irregulars 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).  
-Students will correctly place |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.  
Spell correctly.  
(Describe and discuss different types of leisure activities, such as camping, beach trips, cooking, shopping and travel.) | - In writing and speaking, students will describe, name and discuss vocabulary related to leisure activities (camping, beach trips, cooking, shopping and travel).  
- Students will compare leisure activities among cultures.  
- Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
- Students will incorporate appropriate usage of vocabulary in their writing and speaking. | object pronouns with infinitive verbs, commands, gerunds and conjugated verbs.  
- Students will incorporate appropriate usage of grammatical skills in their writing and speaking. |
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 differentiation 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.
<table>
<thead>
<tr>
<th>Standard</th>
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<th>Evidence of Learning</th>
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<td>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.)</td>
<td>- Students will write summaries using information from the text.  - Students will write reactions or interpretations of the text.  - Students will answer questions based on the text.  - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RI.9-10.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text.  - Students will write reactions or interpretations of the text.  - Students will answer questions based on the text.  - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RI.9-10.4</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text.  - Students will write reactions or interpretations of the text.  - Students will answer questions based on the text.  - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 **level 2**, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text. |
| **SPANISH III ADVANCED / III HONORS**  
| **UNIT IV: FUTURE ENDEAVORS**  |
|---|---|
| range. (Read, annotate and analyze a variety of articles, informational texts and short stories.) | - Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 clear relationships among claim(s), counterclaims, reasons, and evidence.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.2a-2f | 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.3a-3e | 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 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. 
-Students will employ transition words correctly. 
-Students will write both in the formal and informal registers. 
-Students will answer open-ended questions. 
-Students will revise and edit their writing based on peer and teacher suggestions. |
| --- | --- | --- |
| | characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | compare/contrast, emails, etc. 
-Students will employ transition words correctly. 
-Students will write both in the formal and informal registers. 
-Students will answer open-ended questions. 
-Students will revise and edit their writing based on peer and teacher suggestions. |
| | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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.) | 

**SPANISH III ADVANCED / III HONORS**  
**UNIT IV: FUTURE ENDEAVORS**
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| **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.**  
**-Students will employ transition words correctly.**  
**-Students may often be asked to write more than one draft of a piece.**  
**-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.**  
**-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.**  
**-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.**  
**-Students will employ transition words correctly.**  
**-Students will investigate a self-generated topic and include that information into their writing.**  
**-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.) |
| 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 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]").  
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").  
(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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own. |
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<td><strong>compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.</strong></td>
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<tr>
<td>W.9-10.10</td>
<td>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.)&lt;br&gt;-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.&lt;br&gt;-Students will employ transition words correctly.&lt;br&gt;-Students will produce timed and untimed writing assessments.&lt;br&gt;-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</td>
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<td>SL.9-10.1a-1d</td>
<td><strong>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.)</strong>&lt;br&gt;-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.&lt;br&gt;-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.&lt;br&gt;-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.</td>
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<td><strong>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.</strong></td>
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<td><strong>Work with peers to set rules for collegial discussions and decision-making (e.g.,</strong></td>
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Waterford Public Schools 500
| 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.  
-Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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.  
-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. |

Informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

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.)
| 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. 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. **Honors** - Communicate in the target language using correctly the prepositions por and para and verbs that take the indirect object pronoun.) | -Students will be able to conjugate and use effectively the Future tense, including all irregulars. -Students will conjugate and use effectively the Conditional mood, including all irregulars. - Students will conjugate and use effectively the Present Subjunctive mood. **Advanced** - 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 (coger), to build, to know, to produce, to give, to go, to know, to have (haber), to be, to park, to pay, to play, to cross, to have fun). **Honors** - Students will learn all patterns and all clauses (nominal, adverbial and adjectival). **Honors** - Students will be able to use correctly the two prepositions por and para. |
| L.9-10.2c | Demonstrate command of the conventions of the target language, capitalization, punctuation, and spelling when writing.  

Spell correctly.  

(Describe and discuss future plans, including professions. **Honors** - Describe and discuss technology and its uses.) | **Honors** - Students will be able to use correctly verbs like gustar.  

-Students will incorporate appropriate usage of grammatical skills in their writing and speaking.  

- In writing and speaking, students will describe, name and discuss vocabulary related to the future, including professions.  

-Students will compare professions and careers among cultures.  

-**Honors** - Students will describe, name and discuss technology and its uses.  

-**Honors** - Students will compare technology and its uses among cultures.  

-Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.).  

-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
## 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

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- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| R1.9-10.6 | 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
## SPANISH III ADVANCED / III HONORS
### UNIT V: SOCIAL AWARENESS

| RI.9-10.10 | By the end of level 2, 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 clear relationships among claim(s), counterclaims, reasons, and evidence.  
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.  
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.  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
Provide a concluding statement or section that follows from and supports the argument presented. (Write in a variety of formats) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| W.9-10.2a-2f | 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.

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.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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.)

| -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.
-Students will employ transition words correctly.
-Students will write both in the formal and informal registers.
-Students will answer open-ended questions.
-Students will revise and edit their writing based on peer and teacher suggestions. |
<p>| W.9-10.3a-3e | 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -Students will revise and edit their writing based on peer and teacher suggestions. |
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students will write both in the |</p>
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<td>W.9-10.5</td>
<td>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.)</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. -Students will employ transition words correctly. -Students may often be asked to write more than one draft of a piece. -Students may often be asked to make corrections to work based on a corrections guide provided by the teacher.</td>
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<tr>
<td>W.9-10.6</td>
<td>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.)</td>
<td>-Students will use Google Docs to share work with peers and teacher for revising and editing. -Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links. -Students will use Google Classroom to make suggestions, posts and communicate with other students and teacher.</td>
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<tr>
<td>W.9-10.7</td>
<td>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</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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<tr>
<td>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.)</td>
<td>Students will employ transition words correctly. Students will investigate a self-generated topic and include that information into their writing. Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</td>
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<tr>
<td>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.)</td>
<td>Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. Students will employ transition words correctly. Students will investigate a self-generated topic and include that information into their writing. Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. Students will use their own words when using information from a text. Students will credit the source for ideas which are not their own. Students will paraphrase effectively material that is not their own.</td>
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<tr>
<td>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., &quot;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...&quot;</td>
<td>Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. Students will employ transition words correctly. Students will investigate a self-</td>
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</tbody>
</table>
### SPANISH III ADVANCED / III HONORS
#### UNIT V: SOCIAL AWARENESS

| 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.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |
| SL.9-10.1a-1d | 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, | -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.  
-Students will participate in daily |
**SPANISH III ADVANCED / III HONORS**  
**UNIT V: SOCIAL AWARENESS**

<table>
<thead>
<tr>
<th>SL.9-10.2</th>
<th>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. -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. -Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). -Students will make connections between their own culture and to that of the target language.</td>
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</table>

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.

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.

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.

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.)

-Students will be able to find and use sources appropriate for their task. -Students will be able to access sources found on school/library databases. -Students will be able to access multiple sources of media, which may include video, articles,
| 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.  
- 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. 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 theestar + participle construction and the perfect tenses.) | -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. -Students will conjugate and effectively use theestar (to be) + past participle construction. -Students will conjugate and use effectively the perfect tenses (present perfect indicative, present perfect subjunctive, pluperfect, future perfect and conditional perfect). -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. Spell correctly. (Describe and discuss various environmental and social concerns.) | - In writing and speaking, students will describe, name and discuss vocabulary related to environmental issues (recycling, climate change, etc.). -Students will compare environmental concerns among cultures. -In writing and speaking, students will describe, name and discuss vocabulary related to social concerns (volunteering, homelessness, poverty, the less fortunate, etc.) -Students will compare social concerns among cultures. -Students will utilize various authentic sources to enhance their understanding. |
SPANISH III ADVANCED / III HONORS
UNIT V: SOCIAL AWARENESS

| learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
| RESOURCES |

www.conjuguemos.com
Scholastic Online Resources (via WHS Library Website)
www.quizlet.com
www.spanishdict.com
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
www.colby.edu/~bknelson/SLC/index.php
www.spanishdict.com
www.studyspanish.com
www.audiria.com
https://www.laits.utexas.edu/spe/
www.podcastsinspanish.org
### SPANISH III ADVANCED / III HONORS PACING GUIDE

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<tr>
<th>Unit or Grade Level Expectations</th>
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<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>• Reflexive Verbs (acostarse, afeitarse, arreglarse, prepararse, cortarse, ducharse, levantarse, lavarse, pintarse, ponerse, searse, vestirse)</td>
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<tr>
<td>• Morning and evening routines</td>
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<td>• Daily responsibilities</td>
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<tr>
<td><strong>Honors</strong></td>
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<tr>
<td>• darse cuenta de, acordarse, enamorarse, involucrarse, preocuparse, quedarse, lastimarse, enfermarse, cansarse, to comply with</td>
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<td>• Personal items, belongings</td>
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<tr>
<td><strong>Unit 2</strong></td>
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<tr>
<td>• Preterite tense with irregulars (ir, ser, dar, ver, tener, venir, poder, traer, andar, poner, hacer, -car, -gar, -zar, oir, leer, creer, destruir, decir, caerse, querer, conducir, pedir, dormir)</td>
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<tr>
<td>• Imperfect tense including irregulars</td>
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<td>• Differences between Preterite and imperfect</td>
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<td>• Childhood events, some major life events</td>
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<tr>
<td><strong>Honors</strong></td>
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<tr>
<td>• Review of Preterite and Imperfect</td>
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<tr>
<td>• Major life events and the similarities and differences among cultures (religious, coming of age, etc.)</td>
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<tr>
<td><strong>Unit 3</strong></td>
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<tr>
<td>• Imperative Mood (formal, informal, affirmative and negative) with all irregular groups (-ger, -gir, -cer, -cir, -car, -gar, -zar, -uir, -guir, stem-changing verbs)</td>
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<td>• Correct pronoun placement (including commands, infinitive verbs, gerunds and conjugated verbs).</td>
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<td>• Leisure activities (camping, beach trips, cooking, shopping, travel)</td>
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<tr>
<td><strong>Honors</strong></td>
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<tr>
<td>• Sentence construction to avoid</td>
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</table>
### SPANISH III ADVANCED / III HONORS
#### PACING GUIDE

<table>
<thead>
<tr>
<th>Unit 4</th>
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<tr>
<td>• Future tense and all irregulars</td>
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<td>• Conditional mood and all irregulars</td>
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<tr>
<td>• 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</td>
<td>X(H)</td>
<td>X(A)</td>
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<tr>
<td>• 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</td>
<td>X(H)</td>
<td>X(A)</td>
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<tr>
<td>• Future plans and professions</td>
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### Honors

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<tbody>
<tr>
<td>• Present Subjunctive (all patterns and all clauses) - nominal, adverbial, adjectival</td>
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<tr>
<td>• Review of Present tense (if necessary)</td>
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<tr>
<td>• Por v. Para</td>
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<td>• Verbs like gustar</td>
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<tr>
<td>• Technology and uses of technology</td>
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<tr>
<td>• Compare technology among cultures</td>
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### Unit 5 (Honors)

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<thead>
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<tbody>
<tr>
<td>• Present Subjunctive Mood (continued)</td>
<td>X(H)</td>
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<tr>
<td>• Estar + participle</td>
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<tr>
<td>• Perfect tenses (present perfect, pluperfect, future perfect, conditional perfect, present perfect subjunctive)</td>
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<tr>
<td>• Environmental concerns (recycling, natural disasters, etc.)</td>
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<tr>
<td>• Social concerns (poverty, social action projects, etc.)</td>
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<tr>
<td>• Various issues (social, environmental, etc.) as related to the Spanish-speaking world.</td>
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*Waterford Public Schools*
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.
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 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.) | - Students will share summaries using information from the text in written and oral form. 
- Students will share their opinion, reactions and interpretations of a text in written and oral form. 
Students will answer questions based on the text. 
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. 
- 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. 
- Students will use text to identify the meaning of words in the context of the reading. |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT I: LEISURE

| 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 information read in texts orally in a variety of ways which may include presentations and group discussion. - Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - 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. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - 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. - Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT I: LEISURE

| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text. |
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will effectively use |
| 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.) | resources such as newspaper articles, journal articles, blogs, websites, etc.  
- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-c | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
  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.  
  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.  
  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 |
| W11-12b-f | 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.  

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.  

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.  

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they write.  

- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| SPANISH IV ADVANCED / IV HONORS  
UNIT I: LEISURE |
|---|
| are writing.  

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.)  

<table>
<thead>
<tr>
<th>W.11-12.3a,c,e</th>
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</table>
| Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  

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  

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)  

c. 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.)  

<table>
<thead>
<tr>
<th>W.11-12.4</th>
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| 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, journal entries, informational  

-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  

-Students will employ transition words correctly.  

-Students will write both in the formal and informal registers.  

-Students will answer open-ended questions.  

-Students will revise and edit their writing based on peer and teacher suggestions.  

-Students will write regularly in class in a variety of formats. These may include, journal entries, informational  

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**SPANISH IV ADVANCED / IV HONORS**  
**UNIT I: LEISURE**

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<tr>
<th>Objective</th>
<th>Description</th>
<th>Notes</th>
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</table>
| 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. (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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- 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.  
- Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
- 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, informational pieces, persuasive pieces, compare/contrast, emails, 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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
## SPANISH IV ADVANCED / IV HONORS
### UNIT I: LEISURE

| of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use transition words appropriately.) | correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
|---|---|
| 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.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- Students will paraphrase effectively material that is not their own. |
| 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.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- 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.  
(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.) | when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own.  
-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will produce timed and untimed writing assessments.  
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)  
-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.)  
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.  
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and | -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.  
-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.  
-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 |
| 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.  
-Students will be able to access sources found on school/library databases.  
-Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
-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 | -Students will accurately utilize transition words.  
-Students will organize thoughts in such a way that their piece is coherent to the audience. This may include structural organization, topic |

establish individual roles as needed.

c. Propose 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.

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.)

departmental rubrics.

-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.

-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.

-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).

-Students will make connections between their own culture and to that of the target language.
| 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. 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. 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. 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... |
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
   b. Resolve issues of complex or contested usage, consulting references as needed.  
   (Communicate in the target language using the Preterite and Imperfect and the verbs that change meaning in the Preterite. **Honors** - Communicate in the target language using the additional structures: gerunds, comparisons and relative pronouns.) | interpersonal speaking.  
   - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
   - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
   - Students will make connections between their own culture and to that of the target language.  
   - Students will be able to use effectively the two simple past tenses in Spanish (Preterite and Imperfect).  
   - Students will be able to conjugate and use correctly verbs in the Preterite and Imperfect tenses.  
   - Students will be able to identify and use and verbs that change meaning in the Preterite.  
   **Honors**  
   - Students will be able to correctly use gerunds in the target language such as those that indicate direction (irse, venir, andar, llevar)  
   - Students will be able make comparisons using the following structures: de los que, de las que, del que, de la que, de lo que.  
   - 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).  
   - Students will incorporate appropriate usage of grammatical skills in their writing and speaking.  
   - In writing and speaking, students will describe and discuss leisure activities. |
<table>
<thead>
<tr>
<th>Capitalization, punctuation, and spelling when writing.</th>
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<tbody>
<tr>
<td>Spell correctly.</td>
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<tr>
<td>(Describe and discuss leisure activities and friendships/relationships.)</td>
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</table>

<table>
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<tr>
<th>(art, music, television, travel, etc.)</th>
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<tbody>
<tr>
<td>- In writing and speaking, students will describe and discuss themes and topics related to friendships and relationships.</td>
</tr>
<tr>
<td>- Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).</td>
</tr>
<tr>
<td>- Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
</tr>
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</table>
### 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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| --- | --- | --- |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
**SPANISH IV ADVANCED / IV HONORS**  
**UNIT II: EDUCATION & CAREERS**

| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. |
| 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.) | - Students will share summaries using information from the text in written and oral form. 
- Students will share their opinion, reactions and interpretations of a text in written and oral form. 
Students will answer questions based on the text. 
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. 
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. 
- 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. 
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form. 
- Students will share their opinion, reactions and interpretations of a text in written and oral form. 
Students will answer questions based on the text. 
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT II: EDUCATION & CAREERS

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Connections</th>
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<tr>
<td>RI.11-12.6</td>
<td>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.)</td>
<td>Students will share summaries using information from the text in written and oral form. Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
</tr>
<tr>
<td>RI.11-12.7</td>
<td>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.)</td>
<td>Students will share summaries using information from the text in written and oral form. Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text. Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.</td>
</tr>
<tr>
<td>RI.11-12.10</td>
<td>By the end of level 4, read and comprehend literary nonfiction independently and proficiently. (Read, annotate and analyze a</td>
<td>Students will share summaries using information from the text in written and oral form.</td>
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### SPANISH IV ADVANCED / IV HONORS
#### UNIT II: EDUCATION & CAREERS

| W.11-12.1a-e | **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  
| | **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.  
| | **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.  
| | **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.  
| | **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.  
| | **e.** Provide a concluding statement or section that follows from and supports the argument presented. | **- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| | **- Students will employ transition words correctly.  
| | **- Students will write both in the formal and informal registers.  
| | **- Students will answer open-ended questions.  
| | **- Students will revise and edit their writing based on peer and teacher suggestions.** |

- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing.
<table>
<thead>
<tr>
<th>SPANISH IV ADVANCED / IV HONORS</th>
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<tbody>
<tr>
<td>UNIT II: EDUCATION &amp; CAREERS</td>
</tr>
</tbody>
</table>

(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 | 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. 
| 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. 
| 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. 
| d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 
| 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. 
| 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.) |

| 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, etc. 
- Students will employ transition words correctly. 
- Students will write both in the formal and informal registers. 
- Students will answer open-ended questions. 
- Students will revise and edit their writing based on peer and teacher suggestions. 

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| 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 | etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
| 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) |   |
| 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.) |   |
| **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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- 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. (Write in a variety of formats which may include, emails, journal entries, compare/contrast pieces, persuasive writing, opinion, personal experience, etc. Use | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers. |
| 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.  
- Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
- 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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- 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.  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words |
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<td>W.11-12.9</td>
<td><strong>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.)</strong></td>
<td><strong>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</strong>&lt;br&gt;<strong>-Students will employ transition words correctly.</strong>&lt;br&gt;<strong>-Students will investigate a self-generated topic and include that information into their writing.</strong>&lt;br&gt;<strong>-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.</strong>&lt;br&gt;<strong>-Students will use their own words when using information from a text.</strong>&lt;br&gt;<strong>-Students will credit the source for ideas which are not their own.</strong>&lt;br&gt;<strong>-Students will paraphrase effectively material that is not their own.</strong></td>
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<td>W.11-12.10</td>
<td><strong>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.)</strong></td>
<td><strong>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</strong>&lt;br&gt;<strong>-Students will employ transition words correctly.</strong>&lt;br&gt;<strong>-Students will produce timed and untimed writing assessments.</strong>&lt;br&gt;<strong>-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.)</strong>&lt;br&gt;<strong>-Students will effectively utilize transition words.</strong></td>
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<td>SL.11-12.1a-d</td>
<td><strong>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</strong></td>
<td><strong>-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</strong></td>
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**SPANISH IV ADVANCED / IV HONORS**

**UNIT II: EDUCATION & CAREERS**

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<th>SL.11-12.2</th>
<th>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.</th>
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|            | - Students will be able to find and use sources appropriate for their task.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- Students will be able to synthesize information from multiple sources of media.  
- Students will be able to evaluate the credibility of sources and determine the appropriateness of the information.  
- Students will be able to synthesize information from multiple sources, organizing it into a coherent and logical presentation. |

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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.)

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.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.)

answer with peers or teacher, whole class discussion, small group discussion.
- 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.
- 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.
- 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.
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and to that of the target language.
| 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.  
-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.  
-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.  
-Students will present formally to the class as well as using tools such as Voice Memo and iPad 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.  
-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

| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
|             | a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
|             | b. Resolve issues of complex or contested usage, consulting references as needed.  
|             | (Communicate in the target language using the Future tense and Conditional mood. Utilize effectively the “to be” verbs ser and estar.  
|             | **Honors** - 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.)  
|             | - Students will be able to use effectively the Future tense, including all irregular verbs.  
|             | - Students will be able to use effectively the Conditional mood, including all irregulars.  
|             | - Students will be able to effectively use the two “to be” verbs: ser and estar.  
|             | **Honors** - Students will be able to use the Future tense and Conditional mood effectively, taking into consideration their differences.  
|             | - Students will be able to use reflexive pronouns appropriately in the target language: change in meaning - despedirse, hacerse, irse, llevarse, quedarse, ponerse, volver, emotions/expressions: aburrirse, alegrarse, asombrarse, asustarse, enfermarse, enojarse, ofenderse, preocuparse, reírse, and reflexive verbs used in a reciprocal manner.  
|             | - Students will be able to use the Passive voice effectively.  
|             | - 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, esasarse con, contar con, encontrar con, soñar con, acabar de, acordarse de, alegrarse de, darse... | - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
|             | - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
|             | - Students will make connections between their own culture and to that of the target language.  

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<td>L.11-12.2b</td>
<td>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss education, career options, community-related issues and communication in the target language.)</td>
<td>- In writing and speaking, students will discuss topics relating to education and careers. -Students will write and discuss topics related to community and communication issues. -Students will compare these topics among cultures. -Students will utilize various authentic sources to enhance their learning of vocabulary topics (articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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## 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.**
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<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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<tr>
<td>RL.11-12.1</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text.</td>
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<td>- Students will write reactions or interpretations of the text.</td>
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<td>- Students will answer questions based on the text.</td>
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<td>- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RL.11-12.2</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RL.11-12.3</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text.</td>
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<td>- Students will write reactions or interpretations of the text.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RL.11-12.4</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<tr>
<td>RL.11-12.10</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<tr>
<td>RI.11-12.1</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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## SPANISH IV ADVANCED / IV HONORS
### UNIT III: HEALTH & WELLNESS

| 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 oral and written form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 oral and written form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of |
| 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.) | transition words in order to organize their ideas in speaking and writing. - Students will share summaries using information from the text in written and oral form. - Students will share their opinion, reactions and interpretations of a text in written and oral form. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. - 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. - Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text. - Students will write reactions or interpretations of the text. - Students will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT III: HEALTH & WELLNESS

| 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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 variety of articles and informational texts.) | - Students will share summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
   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.  
   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.  
   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.  
   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.  
   e. 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, | based on the text.  
   - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
   - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
   - Students will use a variety of transition words in order to organize their ideas in speaking and writing.  
   - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
   - Students will employ transition words correctly.  
   - Students will investigate a self-generated topic and include that information into their writing.  
   - Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
   - Students will use their own words when using information from a text.  
   - Students will credit the source for ideas which are not their own.  
   - Students will paraphrase effectively material that is not their own. |
| W11-12b-f | 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.  
  
  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.  
  
  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.  
  
  d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
  
  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.  
  
  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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
  
  -Students will employ transition words correctly.  
  
  -Students will investigate a self-generated topic and include that information into their writing.  
  
  -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
  
  -Students will use their own words when using information from a text.  
  
  -Students will credit the source for ideas which are not their own.  
  
  -Students will paraphrase effectively material that is not their own. |
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<tr>
<td>W.11-12.3a,c,e</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
<td>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</td>
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</table>
SPANISH IV ADVANCED / IV HONORS
UNIT III: HEALTH & WELLNESS

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

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)

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.)

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.)

etc.
-Students will employ transition words correctly.
-Students will produce timed and untimed writing assessments.
-Students will produce assessments within specific guidelines (page length, maximum or minimum word count, 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.
-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.
-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.
-Students will answer and ask
### SPANISH IV ADVANCED / IV HONORS
### UNIT III: HEALTH & WELLNESS

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Outcomes</th>
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| **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. (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 find and use sources appropriate for their task.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- Students will be able to synthesize information from various sources to support their point of view. |
| **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.  
- 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>| <strong>W.11-12.7</strong> | 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 | - Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc. |</p>
<table>
<thead>
<tr>
<th>Subject</th>
<th>Task Description</th>
<th>Student Outcomes</th>
<th>Additional Information</th>
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<tbody>
<tr>
<td>W.11-12.8</td>
<td>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.)</td>
<td>Students will speak both in a formal register as in presentations and an informal register, as in question and answer format.</td>
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<td>W.11-12.9</td>
<td>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.)</td>
<td>Students will be able to use effectively all command forms. Students will be able to use pronouns in all five instances in order to avoid repetition and redundancy. Students will be able to conjugate and use correctly the subjunctive mood in the present with nominal and adjectival clauses. Students will incorporate appropriate usage of grammatical skills in their writing and speaking. <strong>Honors:</strong> Students will be able to conjugate and use correctly the subjunctive mood in the present with adverbial clauses.</td>
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<tr>
<td>W.11-12.10</td>
<td>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.)</td>
<td>In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture. Students will present a current event of interest that they researched to the class. Students will write on a variety of</td>
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| transition words appropriately.) | themes and topics regarding obstacles and barriers a member of the target culture faces.  
-Students will barriers and success stories among cultures.  
-Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).  
-Students will incorporate appropriate usage of vocabulary in their writing and speaking. |
## 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other   |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT IV: GLOBAL CHALLENGES

| 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.) | may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, |
| **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.)** | **-Students will share summaries using information from the text in written and oral form. -Students will share their opinion, reactions and interpretations of a text in written and oral form. STudents will answer questions based on the text. - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. -Students will use a variety of transition words in order to organize their ideas in speaking and writing.** |
| **RI.11-12.5** | **Analyze and evaluate the effectiveness of the structure an author uses in his or her** | **-Students will share summaries using information from the text in written** |
| 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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. |
| **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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| **W.11-12.1a-e** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
   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.  
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher |
| **W11-12b-f** | **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.**  
**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.  
**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. | **-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.**  
**-Students will employ transition words correctly.**  
**-Students will write both in the formal and informal registers.**  
**-Students will answer open-ended questions.**  
**-Students will revise and edit their writing based on peer and teacher suggestions.** |
| --- | --- | --- |
| out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  
**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.  
**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.  
**e.** 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.) | suggestions. |
### 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.**

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<td>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
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<tr>
<td>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.</td>
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<tr>
<td>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).</td>
<td></td>
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<tr>
<td>(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.)</td>
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</tbody>
</table>
| W.11-12.3a,c,e | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-Students will revise and edit their writing based on peer and teacher suggestions. |
### SPANISH IV ADVANCED / IV HONORS
#### UNIT IV: GLOBAL CHALLENGES

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
  - Students will employ transition words correctly.  
  - Students will write both in the formal and informal registers.  
  - Students will answer open-ended questions.  
  - 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. (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.  
  - Students will employ transition words correctly.  
  - Students will write both in the formal and informal registers.  
  - Students will answer open-ended questions.  
  - 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.  
  - Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.  
  - Students will use Google Classroom |
| 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-Students will paraphrase effectively material that is not their own. |
<p>| 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, | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive |</p>
<table>
<thead>
<tr>
<th><strong>W.11-12.10</strong></th>
<th><strong>SL.11-12.1a-d</strong></th>
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<tbody>
<tr>
<td><strong>compare/contrast pieces, persuasive writing, opinion, personal experience, etc.</strong> Use transition words appropriately.)</td>
<td><strong>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.</strong> (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.)</td>
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</table>
| **pieces, compare/contrast, emails, etc.**  
- Students will employ transition words correctly.  
- Students will investigate a self-generated topic and include that information into their writing.  
- Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
- Students will use their own words when using information from a text.  
- Students will credit the source for ideas which are not their own.  
- Students will paraphrase effectively material that is not their own. | **- 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.  
- Students will participate in daily **
## SPANISH IV ADVANCED / IV HONORS
### UNIT IV: GLOBAL CHALLENGES

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<thead>
<tr>
<th>SL.11-12.2</th>
<th>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.</th>
</tr>
</thead>
</table>
|            | - Students will be able to find and use sources appropriate for their task.  
|            | - Students will be able to access sources found on school/library databases. |

### 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.

### b.
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

### 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.

### 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.)

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.

- 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.
- 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.
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and to that of the target language.
**SPANISH IV ADVANCED / IV HONORS**  
**UNIT IV: GLOBAL CHALLENGES**

| 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.  
-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.  
-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. |
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
   a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
   b. Resolve issues of complex or contested usage, consulting references as needed.  

(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) | -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.  
-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.  
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
-Students will make connections between their own culture and to that of the target language.  
-Students will be able to use effectively the Present Perfect Indicative and Subjunctive including all irregular verbs.  
-Students will be able to use effectively the past participle with the verb estar, including all irregular past participles.  
-Students will be able to effectively discuss the relation of an object to the speaker using demonstrative adjectives and pronouns.  
-Students will be able to effectively use contrary-to-fact statements and result clauses.  
-Students will be able to discuss emotions about others’ actions and
| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.  
Spell correctly.  
(Describe and discuss social problems, homelessness, volunteering and news and current events.) | one’s desires and hopes of others using the Imperfect Subjunctive in nominal clauses.  
- Students will be able to discuss the existence of something using Imperfect Subjunctive in adjective clauses.  
- Students will employ correct usage of verb tenses in a given situation in the past, present and future (sequence of tenses).  

**Honors**  
- Students will be able to communicate effectively in the target language using participial clauses.  
- Students will discuss events that will have happened and would have happened using Future Perfect, Conditional Perfect and Pluperfect Subjunctive.  
- Students will be able to use Imperfect Subjunctive in adverbial clauses.  
- In writing and speaking, students will discuss social problems such as homelessness and volunteering.  
- Students will present a current event of interest that they researched to the class.  
- Students will write on a variety of themes and topics regarding social issues in the target culture.  
- Students will write on a variety of themes and topics regarding news and current events in the target culture.  
- Students will compare current events and social issues among cultures.  
- Students will utilize various
### SPANISH IV ADVANCED / IV HONORS
#### UNIT IV: GLOBAL CHALLENGES

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<td>authentic sources to enhance their learning of vocabulary topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking. <strong>Honors</strong> - Students will view the television series, Tiempo entre costuras, 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.</td>
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</tbody>
</table>
SPANISH IV ADVANCED / IV HONORS
UNIT IV: GLOBAL CHALLENGES

RESOURCES

www.conjuguemos.com
www.quizlet.com
www.spanishdict.com
www.yabla.com
http://www.bbc.com/mundo
www.kahoot.com
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
www.colby.edu/~bknelson/SLC/index.php
www.spanishdict.com
www.studyspanish.com
www.audiria.com
https://www.laits.utexas.edu/spe/
www.podcastsinspace.com
## SPANISH IV ADVANCED / IV HONORS
### PACING GUIDE

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<td>Leisure activities: television, art, music, travel, camping</td>
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<td>Friendships and relationships</td>
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<td>Preterite v. Imperfect</td>
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<td>Preterite changes in meaning</td>
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<td>Comparisons</td>
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<td>Careers, education, workplace, community, communication</td>
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<td>Ser v. Estar</td>
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<td>Difference between Future and Conditional and their uses</td>
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<td>Reflexive Pronouns and their uses</td>
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<td>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.</td>
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<td>Passive Voice</td>
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<td>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)</td>
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<td><strong>Unit 3</strong></td>
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<td>All command forms (tú, Ud., Uds.)</td>
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<td>Commands with pronouns</td>
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<td>Present Subjunctive and all irregulars (nominal)</td>
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<td>and adjectival clauses)</td>
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<td>• Present Subjunctive Review (nominal, adjectival and adverbial clauses)</td>
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<td>• Present perfect subjunctive and indicative, pluperfect</td>
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<td>• Estar + past participle</td>
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<td>• Demonstrative adjectives and pronouns</td>
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<td>• Imperfect Subjunctive (nominal and adjectival clauses)</td>
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<td>• Contrary-to-fact statements, result clauses</td>
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<td>• Sequence of tenses</td>
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<td>Honors</td>
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<td>• Participial clauses</td>
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<td>• Future and Conditional Perfect, Pluperfect Subjunctive</td>
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<td>• Contrary-to-fact statements (including Conditional Perfect and Pluperfect Subjunctive)</td>
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<td>• Sequence of tenses in more depth (with subjunctive)</td>
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<td>• Imperfect subjunctive (nominal, adjectival and adverbial clauses)</td>
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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.
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
## SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
### UNIT I: POP CULTURE

| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
|---|---|---|
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form. |
| 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 answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  

- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  

| 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 answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  

- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  

| RI.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including | Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  

- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  

|
| **SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**  
| **UNIT I: POP CULTURE**  
| --- | --- |
| 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.) | oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| **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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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 variety of articles and informational texts.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
| | 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.  
| | 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.  
| | 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.  
| | 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.  
| | e. 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| | -Students will employ transition words correctly.  
| | -Students will write both in the formal and informal registers.  
| | -Students will answer open-ended questions.  
| | -Students will revise and edit their writing based on peer and teacher suggestions.  
| W11-12b-f | 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.  
| | 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 | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| | -Students will employ transition words correctly.  
| | -Students will write both in the formal and informal registers.  
| | -Students will answer open-ended
| Knowledge of the topic.                                                                 |  
| 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. |  
| d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |  
| 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. |  
| 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.) |  

| 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. |  
| 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 |  
| 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 |  

- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions.
### SPANISH V ADVANCED / V AP / ECE (SPAN3178, 3179)
#### UNIT I: POP CULTURE

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<th>W.11-12.4</th>
<th>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.)</th>
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<td><strong>-Students will employ transition words correctly.</strong></td>
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<td><strong>-Students will revise and edit their writing based on peer and teacher suggestions.</strong></td>
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<tr>
<th>W.11-12.5</th>
<th>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.)</th>
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<tr>
<th>W.11-12.6</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>-Students will use Google Docs to share work with peers and teacher for revising and editing.</strong></td>
<td></td>
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<tr>
<td><strong>-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations with embedded links.</strong></td>
<td></td>
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<tr>
<td><strong>-Students will use Google Classroom to</strong></td>
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</table>
| 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of |
### SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
**UNIT I: POP CULTURE**

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
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<tr>
<td>W.11-12.10</td>
<td>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.)</td>
<td>- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc. - Students will employ transition words correctly. - Students will produce timed and untimed writing assessments. - Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) - Students will effectively utilize transition words.</td>
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<tr>
<td>SL.11-12.1a-d</td>
<td>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.)</td>
<td>- 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. - 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. - 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. - 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</td>
</tr>
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</table>

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.

b. Work with peers to promote civil, democratic discussions and decision-
making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

| 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. |
| 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.) |
| 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, activities, etc. will facilitate interpersonal speaking.

- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and to that of the target language.

- Students will be able to find and use sources appropriate for their task.
- Students will be able to access sources found on school/library databases.
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.
- Students will be able to synthesize information from various sources to support their point of view.

- Students will accurately utilize transition words.
- 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.

- 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.  
-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.  
-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.  
-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.  
-Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
-Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
-Students will make connections between their own culture and to that of the target language. |
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
  a. Apply the understanding that usage is a matter of convention, can change over time, and is | -Students will be able to use effectively the two prepositions por and para.  
-Students will be able to conjugate and use correctly verbs with similar constructions such as gustar, faltar, encantar, importar, parecer, etc.  
-Students will be able to effectively use |
### SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
#### UNIT I: POP CULTURE

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<td></td>
<td>sometimes contested.</td>
<td>the two verbs “to be” (ser and estar).</td>
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<td></td>
<td>b. Resolve issues of complex or contested usage, consulting references as needed.</td>
<td>- Students will incorporate appropriate usage of grammatical skills in their writing and speaking.</td>
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<td>L.11-12.2b</td>
<td>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. Spell correctly. (Describe and discuss pop culture and current events.)</td>
<td>- 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. - Students will present a current event of interest that they researched to the class. - Students will write on a variety of themes and topics regarding pop culture. - Students will compare pop culture among cultures. - Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.). - Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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</table>
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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<tbody>
<tr>
<td>RL.11-12.1</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text.</td>
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<td>- Students will answer questions based on the text.</td>
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<td>- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.</td>
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<td>RL.11-12.2</td>
<td>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.)</td>
<td>- Students will write summaries using information from the text.</td>
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<td>- Students will answer questions based on the text.</td>
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<td>RL.11-12.3</td>
<td>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.)</td>
<td>- Students will share summaries using information from the text in written and oral form.</td>
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<td>- Students will answer questions based on the text.</td>
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Waterford Public Schools 599
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- 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.  
- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
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- Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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, | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
-Students will use a variety of transition words in order to organize their ideas in speaking and writing.  
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<td><strong>SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)</strong></td>
<td><strong>UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD</strong></td>
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|    | and oral form.  
|    | - Students will share their opinion, reactions and interpretations of a text in written and oral form.  
|    | STudents will answer questions based on the text.  
|    | - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
|    | - 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.  
|    | - Students will share their opinion, reactions and interpretations of a text in written and oral form.  
|    | STudents will answer questions based on the text.  
|    | - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
|    | - 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.  
|    | - Students will share their opinion, reactions and interpretations of a text in written and oral form.  
|    | STudents will answer questions based on the text.  
|    | - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
|    |   |
### SPANISH V ADVANCED / V AP / ECE (SPAN3178, 3179)
#### UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD

| 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.) | - Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.  
- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
   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.  
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and weaknesses of evidence. | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher feedback. |
### SPANISH V ADVANCED / V AP / ECE (SPAN3178, 3179)
#### UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD

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<td><strong>limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</strong></td>
<td><strong>suggestions.</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td>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.</td>
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<td>e. Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td>(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.)</td>
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<tr>
<td><strong>W11-12b-f</strong></td>
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<tr>
<td><strong>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.</strong></td>
<td><strong>-Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.</strong></td>
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<tr>
<td>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.</td>
<td><strong>-Students will employ transition words correctly.</strong></td>
</tr>
<tr>
<td>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.</td>
<td><strong>-Students will write both in the formal and informal registers.</strong></td>
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<td><strong>-Students will answer open-ended questions.</strong></td>
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<td></td>
<td><strong>-Students will revise and edit their writing based on peer and teacher suggestions.</strong></td>
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</tbody>
</table>
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

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.)

<table>
<thead>
<tr>
<th>W.11-12.3a,c,e</th>
<th>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</th>
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<tbody>
<tr>
<td></td>
<td>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</td>
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<td>e. 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)</td>
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<td></td>
<td>e. Provide a conclusion that follows from and reflects on what is experienced,</td>
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- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions.
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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. (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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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 | -Students will use Google Docs to share work with peers and teacher for revising and editing.  
-Students will use Google Slides, Prezi and/or PowerPoint to share information and give presentations |
| 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.  
-Students will employ transition words correctly.  
-Students will write both in the formal and informal registers.  
-Students will answer open-ended questions.  
-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.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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 include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own.  
-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. (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. -Students will employ transition words correctly. -Students will produce timed and untimed writing assessments. -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) -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 | -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 |
| participation, small group discussion, presentations, whole class discussion, questions and answer, etc.) | discussion. -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. -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. -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. -Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc. -Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.). -Students will make connections between their own culture and to that of the target language. |

| 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. |

| b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |

| 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. |

| 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.) |
### 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.
- Students will be able to access sources found on school/library databases.
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.
- 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.
- 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.
- Students will participate in daily
| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.  
   
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  
   
b. Resolve issues of complex or contested usage, consulting references as needed.  
   
   - Students will be able to use effectively the Subjunctive mood, both present and imperfect in all clauses (nominal, adverbial, and relative).  
   - Students will be able to use effectively the Subjunctive mood in relation to time (Present v. Imperfect).  
   - Students will be able to effectively use contrary to fact statements. | 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.  
   - 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.  
   - 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.  
   - Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
   - Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
   - Students will make connections between their own culture and that of the target language. |
**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**

**UNIT II: GLOBAL CHALLENGES IN THE SPANISH-SPEAKING WORLD**

<table>
<thead>
<tr>
<th>L.11-12.2b</th>
<th>(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.)</th>
</tr>
</thead>
</table>

- Students will incorporate appropriate usage of grammatical skills in their writing and speaking.

<table>
<thead>
<tr>
<th>L.11-12.2b</th>
<th>Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing.</th>
</tr>
</thead>
</table>

  - Spell correctly.

  (Describe and discuss global challenges in the Spanish-speaking world (including immigration).)

  - 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.

  - Students will present a current event of interest in the target culture that they researched to the class.

  - Students will write on a variety of themes and topics regarding global challenges.

  - Students will compare global challenges among cultures.

  - Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).

  - Students will incorporate appropriate usage of vocabulary in their writing and speaking.
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| 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.)                                                                 | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                                                                                                                 |
| 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.)                                                                 | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.                                                                                                                                 |
| 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.)                                                                 | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. |

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| 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.  
- Students will share their opinion, reactions and interpretations of text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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 forms.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include; compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | -Students will use a variety of transition words in order to organize their ideas in speaking and in writing. -Students will share summaries using information from the text in written and oral form. -Students will share their opinion, reactions and interpretations of a text in written and oral form. -Students will answer questions based on the text. -Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. -Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. -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. -Students will use text to identify the meaning of words in the context of the reading. |
| 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.) | -Students will share summaries using information from the text in written and oral form. -Students will share their opinion, reactions and interpretations of a text in written and oral form. -Students will answer questions based on the text. -Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections. |

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| 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.  
- Students will share their opinions, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussions. |

| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast piece, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will effectively use |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
-Students will answer questions based on the text.  
-Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
-Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
-Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-c | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
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.  
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.  
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, | -Students will write regularly in class in a variety of formats.  
These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
-Students will employ transition words correctly.  
-Students will investigate a self-generated topic and include that information into their writing.  
-Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
-Students will use their own words when using information from a text.  
-Students will credit the source for ideas which are not their own. |
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| W11-12b-f | 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.  
| | a. 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.  
| | b. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
| | c. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
| | d. 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).  
| | Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| | Students will employ transition words correctly.  
| | Students will investigate a self-generated topic and include that information into their writing.  
| | Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc.  
| | Students will use their own words when using information from a text.  
| | Students will credit the source for ideas which are not their own.  
| | Students will paraphrase effectively material that is not their own.  
| | Students will paraphrase effectively material that is not their own.  
| | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
| | 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).  
| | Students will paraphrase effectively material that is not their own.  
| | Students will paraphrase effectively material that is not their own.
(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 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
  
  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  
  
  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)  
  
  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.)  
  
  -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
  
  -Students will employ transition words correctly.  
  
  -Students will produce timed and untimed writing assessments.  
  
  -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) |  
| 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.)  
  
  -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.  
  
  -Students will participate in daily speaking activities. Examples of this may be “stamps,” where students receive stamps for |
### SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
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| 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.  
(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.) | Speaking in class. The stamps will then be converted into a grade based on their participation.  
- 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.  
- 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.  
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.  
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).  
- Students will make connections between their own culture and to that of the target language.  
- Students will be able to find and use sources appropriate for their task.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- Students will be able to synthesize information from various sources to support their point of view. |
| 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.  
-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.  
-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).  
-Students will incorporate appropriate usage of grammatical |
<table>
<thead>
<tr>
<th>W.11-12.10</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- In writing and speaking, students will complete a project-based assignment that includes writing, speaking and research on a country of the target culture. -Students will present a current event of interest that they researched to the class. -Students will write on a variety of themes and topics regarding obstacles and barriers a member of the target culture faces. -Students will barriers and success stories among cultures. -Students will utilize various authentic sources to enhance their learning of topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.). -Students will incorporate appropriate usage of vocabulary in their writing and speaking.</td>
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</table>
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.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Grade Level Expectations</th>
<th>Evidence of Learning</th>
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</thead>
</table>
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will write summaries using information from the text.  
- Students will write reactions or interpretations of the text.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information 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 | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | -Students will share summaries using information from the text in written and oral form.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
-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.  
-Students will use text to identify the meaning of words in the context of the reading. |
| 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.  
-Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
-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.  
-Students will use text to identify the meaning of words in the context of the reading. |
| 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion. |
| 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.) | - Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
STudents will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- 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.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
Students will answer questions based on the text. |
# SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
## UNIT IV: COMING OF AGE

| R1.11-12.10 | 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.) | - Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will effectively use resources such as newspaper articles, journal articles, blogs, websites, etc.  
- Students will share summaries using information from the text in written and oral form.  
- Students will share their opinion, reactions and interpretations of a text in written and oral form.  
- Students will answer questions based on the text.  
- Students will complete other writing based on the text which may include: compare/contrast pieces, their opinion and personal connections.  
- Students will share information read in texts orally in a variety of ways which may include presentations and group discussion.  
- Students will use a variety of transition words in order to organize their ideas in speaking and writing. |
| W.11-12.1a-e | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
- 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.  
- 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.  
- 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.  
- d. Establish and maintain a formal style and tone in writing that are appropriate to task.  
- Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
### SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
#### UNIT IV: COMING OF AGE

| Objective | W11-12b-f 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.  
| e. 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.  
| 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.  
| d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
| 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.  
| 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.) | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| -Students will employ transition words correctly.  
| -Students will write both in the formal and informal registers.  
| -Students will answer open-ended questions.  
| -Students will revise and edit their writing based on peer and teacher suggestions. |
| 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.  
| a. Engage and orient the reader by setting | -Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
| -Students will employ transition words |
### SPANISH V ADVANCED / V AP / ECE (SPAN3178, 3179)
#### UNIT IV: COMING OF AGE

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|   | 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 | correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- Students will revise and edit their writing based on peer and teacher suggestions. |
|   | 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) |   |
|   | 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.) |   |
| 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.) | - Students will write regularly in class in a variety of formats. These may include, journal entries, informational pieces, persuasive pieces, compare/contrast, emails, etc.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- 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. (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.  
- Students will employ transition words correctly.  
- Students will write both in the formal and informal registers.  
- Students will answer open-ended questions.  
- 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, | - Students will use Google Docs to share work with peers and teacher for revising and editing. |
**SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)**

**UNIT IV: COMING OF AGE**

| 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. -Students will employ transition words correctly. -Students will write both in the formal and informal registers. -Students will answer open-ended questions. -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. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. -Students will investigate a variety of sources which may include articles, podcasts, videos, websites, blogs, etc. -Students will use their own words when using information from a text. -Students will credit the source for ideas which are not their own. -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. -Students will employ transition words correctly. -Students will investigate a self-generated topic and include that information into their writing. |
| 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 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. -Students will employ transition words correctly. -Students will produce timed and untimed writing assessments. -Students will produce assessments within specific guidelines (page length, maximum or minimum word count, etc.) -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.)

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.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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 | -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.
-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.
-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.
-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.
-Students will give summaries, in oral |
## SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
### UNIT IV: COMING OF AGE

<table>
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<tr>
<th>SL.11-12.2</th>
<th>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.</th>
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| - Students will be able to find and use sources appropriate for their task.  
- Students will be able to access sources found on school/library databases.  
- Students will be able to access multiple sources of media, which may include video, articles, podcasts, websites, newscasts, blogs, etc.  
- Students will be able to synthesize information from various sources to support their point of view. |

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<tr>
<th>SL.11-12.4</th>
<th>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.)</th>
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| - Students will accurately utilize transition words.  
- 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. |

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<tr>
<th>SL.11-12.5</th>
<th>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.)</th>
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<td>- Students will incorporate technology into presentations. This may include photos, links to websites, diagrams, charts, videos, etc.</td>
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<th>SL.11-12.6</th>
<th>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.)</th>
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</table>
| - 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.  
- 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. 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.

- 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.
- Students will give summaries, in oral form, of articles, informational writings, topics of interest, etc.
- Students will present their opinion or a contrary opinion on a topic of interest or on information learned from another source (article, podcast, etc.).
- Students will make connections between their own culture and to that of the target language.

| L.11-12.1a,b | Demonstrate command of the conventions of the grammar and usage of the target language when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references as needed.

(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).

- Students will be able to use effectively the infinitive and its advanced uses.
- Students will be able to use effectively the definite and indefinite articles and also the neuter article lo.
- Students will be able to effectively employ the gender of nouns, especially the more advanced cases and irregular patterns.
- Students will incorporate appropriate usage of grammatical skills in their writing and speaking.

| L.11-12.2b | Demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. Spell correctly.

(Describe and discuss coming of age experiences, traditions, milestones and celebrations in the target culture.)

- 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.
- Students will present a current event of interest that they researched to the class.
- Students will write on a variety of themes and topics regarding coming of age experiences in the target culture.
(traditions, celebrations, milestones)
-Students will compare coming of age experiences among cultures.
(Traditions, celebrations, milestones)
-Students will utilize various authentic sources to enhance their learning of vocabulary topics (films, articles, podcasts, videos, television programs, short stories, internet resources, etc.).
-Students will incorporate appropriate usage of vocabulary in their writing and speaking.

**RESOURCES**

**Advanced**
- Casi Casi
- La Misma Luna
- Selena Gol
  - www.conjuguemos.com
  - www.quizlet.com
  - www.spanishdict.com
  - www.yabla.com
  - http://www.bbc.com/mundo
  - 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
  - www.colby.edu/~bknelson/SLC/index.php
  - www.spanishdict.com
  - www.studyspanish.com
# SPANISH V ADVANCED / V AP/ ECE (SPAN3178, 3179)
PACING GUIDE

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<td>● Future v. conditional</td>
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<td>● Uses of the article</td>
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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

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- Students will answer questions both in writing and orally.  
- Students will create and label maps based on the readings.  
- Students will recognize, define, and appropriately use classroom-specific 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, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.) | - Students will write short responses and essays on unit topics.  
- Students will write summaries and paraphrases based upon the text.  
- Students will write dialogues tailored to their individual situations.  
- Students will revise their writing based on peer and teacher input. |
| **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** | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.  
Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. | - Students will follow conventions of spelling, punctuation and grammar.  
- Students will recognize, define and use English and Latin vocabulary related to unit topics. |
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.
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- Students will recognize, define and use English and Latin vocabulary related to unit topics. |
### 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**

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| L.9-10.1b  | Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking.  
Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. | - Students will follow conventions of spelling, punctuation and grammar.  
- Students will recognize, define and use English and Latin vocabulary related to unit topics. |
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?
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- Students will recognize, define and use English and Latin vocabulary related to unit topics. |
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

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Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. | -Students will follow conventions of spelling, punctuation and grammar.  
-Students will recognize, define and use English and Latin vocabulary related to unit topics. |
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?
# 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?
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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 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. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. | -Students will follow conventions of spelling, punctuation and grammar.  
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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?
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-Students will recognize, define, and appropriately use classroom-specific vocabulary.                                                                                                                                                                                                                                                                                                                                                     |
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-Students will write dialogues tailored to their individual situations.  
-Students will rewrite their writing based on peer and teacher input.                                                                                                                                                                                                                                                                                                                                                                                  |
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LATIN I ADVANCED
UNIT I: ANCIENT ROMEN 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 ROMEN GODS & GODDESSES
#### SEMESTER TWO

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# Latin I Advanced

## Unit II: Ovid & The Myths He Told

### Semester Two

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>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.</td>
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<td>What is the source for our information about the Roman gods and goddesses, and the myths in which they play a role?</td>
</tr>
<tr>
<td>What events marked the life of the Roman poet Ovid?</td>
</tr>
<tr>
<td>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?</td>
</tr>
</tbody>
</table>

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

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- Students will answer questions both in writing and orally.  
- Students will create and label maps based on the readings.  
- Students will recognize, define, and appropriately use classroom-specific 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, journal entries, short responses, compare/contrast pieces, persuasive essays, opinion pieces, etc.) | - Students will write short responses and essays on unit topics.  
- Students will write summaries and paraphrases based upon the text.  
- Students will write dialogues tailored to their individual situations.  
- Students will revise their writing based on peer and teacher input. |
| **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. |
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Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations. | - Students will follow conventions of spelling, punctuation and grammar.  
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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

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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.
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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.
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<th>3rd Quarter</th>
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<tbody>
<tr>
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<td>Unit II: The Roman Empire</td>
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## RESOURCES

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.
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?

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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.
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**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.**
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**LATIN II ADVANCED**  
**UNIT IV: ECHO ET NARCISSUS**

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<td>Learn and summarize the story of Echo and Narcissus.</td>
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<td>Recognize and identify the names and key aspects of the Roman deities and characters in the story: Jupiter, Juno, Diana, Echo and Narcissus.</td>
</tr>
<tr>
<td>Comprehend and appropriately use superlative adjectives.</td>
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<tr>
<td>Comprehend and appropriately use Infinitives.</td>
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<td>Comprehend and appropriately use verbs of all conjugations in the Future Perfect tense.</td>
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<td>What cultural references to this myth can be found in our society’s literature and art?</td>
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<tr>
<td>How do we recognize and use appropriately the Future Perfect tense and Infinitives?</td>
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<td>Read and correctly translate the text. Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.</td>
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<tr>
<td>W.9-10.4</td>
<td>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,)</td>
<td>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.</td>
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<tr>
<td>SL.9-10.4</td>
<td>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.)</td>
<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
</tr>
<tr>
<td>L.9-10.1b</td>
<td>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</td>
<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
</tr>
</tbody>
</table>
## 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

<table>
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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>R.I.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Read and correctly translate the text. Answer text-based questions both in writing and orally. Recognize, define and appropriately use unit vocabulary.</td>
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<td>W.9-10.4</td>
<td>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.)</td>
<td>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.</td>
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<td>SL.9-10.4</td>
<td>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.)</td>
<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
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<tr>
<td>L.9-10.1b</td>
<td>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</td>
<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
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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.
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<tr>
<td>R1.9-10.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td>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.)</td>
<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
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<td>L.9-10.1b</td>
<td>Demonstrate command of the conventions of standard English and/or Latin grammar and usage when writing or speaking. Use various types of phrases to convey specific meanings and add variety and interest to writing or presentations.</td>
<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
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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

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<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
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<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
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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.
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<td>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.)</td>
<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
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<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
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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

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<td>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.)</td>
<td>Demonstrate in their written and oral responses the ability to understand and respond appropriately to a variety of questions on unit topics.</td>
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<td>Follow English and Latin conventions of spelling, punctuation and grammar. Recognize, define and use English and Latin vocabulary related to unit topics.</td>
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## RESOURCES

Tarheelreader.com
Teacher-created materials
## LATIN II ADVANCED PACING GUIDE

<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Pan et Syringa</td>
<td>X</td>
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<tr>
<td>Unit II: Callisto</td>
<td>X</td>
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<tr>
<td>Unit III: Philemon et Baucis</td>
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<td>Unit IV: Echo et Narcissus</td>
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<td>Unit V: Phoebus et Daphne</td>
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<td>X</td>
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<td>X</td>
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</tbody>
</table>

(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)
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 scanion. 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.
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<tr>
<td>CCSS RI11-12.6</td>
<td>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.</td>
<td>Oral and written short responses to texts; quizzes, and tests</td>
</tr>
<tr>
<td>CCSS L11-12.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>Oral and written responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS L11-12.5.A</td>
<td>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</td>
<td>Oral and written responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS L11-12.6</td>
<td>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.</td>
<td>Vocabulary quizzes; oral and written responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS SL11-12.1</td>
<td>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.</td>
<td>Oral discussions; Socratic seminars; individual and group presentations</td>
</tr>
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</table>
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.
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<td>CCSS RL11-12.1</td>
<td>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.</td>
<td>Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS RL11-12.2</td>
<td>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.</td>
<td>Oral and written summaries and responses to texts; quizzes; tests</td>
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<tr>
<td>CCSS RL11-12.4</td>
<td>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.</td>
<td>Vocabulary and grammar quizzes and tests; oral and written responses to texts</td>
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<tr>
<td>CCSS W11-12.1</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Written responses to texts</td>
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<tr>
<td>SL.11-12.1</td>
<td>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.</td>
<td>Oral discussions; Socratic seminars; individual and group presentations</td>
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</table>
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

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<td>Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests</td>
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<td>CCSS RL11-12.2</td>
<td>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.</td>
<td>Oral and written summaries and responses to texts; quizzes; tests</td>
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<tr>
<td>CCSS RL11-12.4</td>
<td>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.</td>
<td>Vocabulary and grammar quizzes and tests; oral and written responses to texts</td>
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<tr>
<td>CCSS W11-12.1</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Written responses to texts</td>
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<tr>
<td>SL.11-12.1</td>
<td>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.</td>
<td>Oral discussions; Socratic seminars; individual and group presentations</td>
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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.
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<tr>
<td>CCSS RL11-12.1</td>
<td>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.</td>
<td>Accurate and complete sight and prepared translations; Vocabulary quizzes; oral and written responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS RL11-12.2</td>
<td>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.</td>
<td>Oral and written summaries and responses to texts; quizzes; tests</td>
</tr>
<tr>
<td>CCSS RL11-12.4</td>
<td>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.</td>
<td>Vocabulary and grammar quizzes and tests; oral and written responses to texts</td>
</tr>
<tr>
<td>CCSS W11-12.1</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>Written responses to texts</td>
</tr>
<tr>
<td>SL.11-12.1</td>
<td>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.</td>
<td>Oral discussions; Socratic seminars; individual and group presentations</td>
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</tbody>
</table>
**LATIN III / IV HONORS ECE LATIN POETRY PACING GUIDE**

<table>
<thead>
<tr>
<th>Unit or Grade Level Expectations</th>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Poetic Language, Metrics and Scansion</td>
<td>X</td>
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<tr>
<td>Unit II: Ovid’s Founding of Rome and the Golden Age</td>
<td>X</td>
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<tr>
<td>Unit III: The Love Poems of Catullus</td>
<td></td>
<td>X</td>
<td>&gt;</td>
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<tr>
<td>Unit IV: Vergil’s Aeneid</td>
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<td>X</td>
</tr>
</tbody>
</table>

(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.
**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.**
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<td>Share responses to the text in partner work as well as individual summative essays</td>
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<tr>
<td>CCSS W11-12.2</td>
<td>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.</td>
<td>Analyze the social roles of men, women and children in ancient Rome</td>
</tr>
<tr>
<td>CCSS L11-12.1</td>
<td>Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.</td>
<td>Show mastery by accurately identifying specific Latin words given particular forms</td>
</tr>
<tr>
<td>CCSS SL.11-12.1</td>
<td>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.</td>
<td>Present and respond to information provided by the text, teacher or peers</td>
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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.
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<td>Compare and contrast Roman and American adoption practices</td>
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<td>CCSS L11-12.1</td>
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<td>Show mastery on vocabulary, grammar, and comprehension assignments</td>
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**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.
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<td>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.</td>
<td>Write a children’s book in Latin telling the story of an ancient Roman hero/heroine</td>
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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

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<td>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.</td>
<td>Compare and contrast the Roman and American electoral systems</td>
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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.
**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.**
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<td>Create an epitaph employing typical language and themes.</td>
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<td>CCSS L11-12.1</td>
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<td>Show mastery on vocabulary, grammar, and comprehension assignments.</td>
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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, Sibyls, 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 Sibyls, 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.
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<td>Present and respond to information provided by the text, teacher or peers</td>
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# 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.
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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.
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<td>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.</td>
<td>Describe the Roman army and summarize arguments regarding its effectiveness</td>
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<tr>
<td>CCSS W11-12.2</td>
<td>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.</td>
<td>Create a comprehensive and artistic timeline of important events in Caesar’s life</td>
</tr>
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<td>Assess Caesar’s impact on the Roman Republic</td>
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## 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.
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<td>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.</td>
<td>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.</td>
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<tr>
<td>CCSS W11-12.2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the selection, organization, and analysis of content.</td>
<td>Create a map of Gaul at the time of conquest.</td>
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<td>CCSS RI11-12.3</td>
<td>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.</td>
<td>Summarize Caesar’s goals and aims in his writings.</td>
</tr>
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<td>CCSS L11-12.1</td>
<td>Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.</td>
<td>Write a postcard from a front-line Roman soldier's.</td>
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<td>Assess Caesar’s long-range goals in invading Gaul.</td>
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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.
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<td>Analyze how Caesar builds a portrait of Orgetorix in individual and partner work</td>
</tr>
<tr>
<td>CCSS W11-12.2</td>
<td>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.</td>
<td>Summarize the probable effect of Caesar's words upon his Roman audience</td>
</tr>
<tr>
<td>CCSS RI11-12.3</td>
<td>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.</td>
<td>Summarize the situation among the Gallic tribes at the time of conquest</td>
</tr>
<tr>
<td>CCSS L11-12.1</td>
<td>Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.</td>
<td>Write a letter or postcard from a Gaul's point of view.</td>
</tr>
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<td>CCSS SL11-12.1</td>
<td>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.</td>
<td>Assess the political impact of Caesar’s moves and decisions</td>
</tr>
</tbody>
</table>
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

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<td>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.</td>
<td>Analyze the word choices and rhetorical devices used by Caesar to present the case against the Helvetians</td>
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<tr>
<td>CCSS W11-12.2</td>
<td>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.</td>
<td>Summarize the Helvetian situation and actions</td>
</tr>
<tr>
<td>CCSS RI11-12.3</td>
<td>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.</td>
<td>Analyze the effects of the Helvetian migration on western Europe</td>
</tr>
<tr>
<td>CCSS L11-12.1</td>
<td>Demonstrate command of the conventions of standard Latin grammar and usage when writing or speaking.</td>
<td>Write a postcard (in Latin) from a Helvetian warrior's point of view.</td>
</tr>
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<td>CCSS SL.11-12.1</td>
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<td>Assess whether the Helvetians were justified in leaving their territory and trying to go through the Roman province</td>
</tr>
</tbody>
</table>
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.
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<td>Assess whether Caesar was justified in his attack on the Helvetics</td>
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### 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.**
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<td>Create a visual of German social and cultural practices as described by Caesar</td>
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<td>Analyze how Caesar's opinion of the Germans both reflected and influenced Roman foreign policy</td>
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<td>Demonstrate command of the conventions of standard Latin vocabulary, grammar and usage when writing or speaking.</td>
<td>Create an illustrated encyclopedia entry for one of the animals described by Caesar</td>
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<tr>
<td>Unit I: Patria Potestas</td>
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<tr>
<td>Unit VI: Religion and the Afterlife</td>
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<td>Unit VII: Meals and Celebrations</td>
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<td>Unit II: The Helvetians and the</td>
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(Show via “X” when an objective will be introduced. “>” can be used to show continued work on an area)

**RESOURCES**

de Bello Gallico Books I and VI, Bristol Press
Quizlet.com
Tarheelreader.com
Teacher-created materials