

SPANISH FOR NATIVE SPEAKERS II PACING CALENDAR, 2006-2007
 NATIONAL CONTENT STANDARDS (Foreign Language California Challenge Standards)
 Grades 9-12

Month(s) and/or duration	Concepts	Suggested Resources and National Content Standards	Local Assessment
		1. <u>SENDAS Literarias 2</u> Second Edition Textbook: Published by Pearson Education, Inc. 2. <u>SENDAS Literarias 2</u> Second Edition Workbook: Published by Pearson Education, Inc. 3. <u>SENDAS Literarias 2</u> Transparencias de apoyo para la lectura, Manual de asesoramiento: Pearson Education, Inc. Resources: 1. Spanish language magazines, newspapers, story books, grammar worksheets 2. Computer Software Internet Activities: http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jmk&wcsuffix=1000	Tests for Lesson 1-5 in Units 1-4/Lessons 1-3 in Unit 5 Semester Final Year Final
1 st qtr August 30- November 3rd	Unidad 1 Lecciones 1-5 - <u>Un oso y un amor</u> -El ambiente -Verbos regulares e irregulares -"Yo voy soñando caminos" -Metáfora y símil -El gerundio -4 poemas: "Poema	POR LOS CAMINOS DEL RECUERDO 1.3 The student will relate a personal experience or event 2.2 The student will rephrase information 2.3 The student will analyze information to support opinions 3.1 The student will recite poetry and dramatic excerpts 3.3 The student will compose original reports	Lessons 1-5 Tests Written compositions Unit 1 Test Individual teacher-assessments to

	<p>XX"/"Never More"/¿Recuerdas?"/ "Es una tarde clara" -poesía lírica/tono/rima/ imágenes -El participio</p> <p><u>-La botella de chicha</u> -La interjección</p> <p><u>-Confieso que he vivido</u> -Las oraciones interrogativas y exclamativas</p>	<p>4.4 The student will understand messages found in contextualized media</p> <p>7.1 The student will compare how linguistic elements are expressed in English and Spanish</p>	<p>demonstrate student learning given in course structure concepts</p>
<p>2nd qtr November 4-January 26</p>	<p>Unidad 2 Lecciones 1-5</p> <p>-"La muralla" -Las frases y las oraciones: interrogativa/exclamativa/ enunciativa/exhortativa/ desiderativa/dubitativa</p> <p><u>-Los gallinazos sin plumas</u> -El conflicto -El sujeto y el predicado</p> <p><u>-Espuma y nada más</u> -La perspectiva: monólogo interior/punto de vista -La conjunción y las frases conjuntivas</p>	<p>LA JUSTICIA SOCIAL</p> <p>1.2 The student will formulate opinions</p> <p>1.4 The student will retell information</p> <p>2.1 The student will determine main ideas presented in oral and written form</p> <p>2.2 The student will rephrase information</p> <p>2.3 The student will analyze information to support opinions</p> <p>2.4 The student will draw information from authentic media</p> <p>3.1 The student will recite poetry and dramatic excerpts</p> <p>3.2 The student will debate various topics</p>	<p>Lessons 1-5 Tests</p> <p>Written compositions</p> <p>Unit 2 Test</p> <p>1st Semester Final</p> <p>Individual teacher-assessments to demonstrate student learning given in</p>

	<p><u>-Un día de estos</u> -tipos de preguntas: respuesta explícita o implícita/personales/al autor -La oración simple y la oración compuesta</p> <p><u>-Una palabra enorme</u> -el adverbio y la función adverbial</p>	<p>3.3 The student will compose original reports</p> <p>5.1 The student will collect authentic materials on a variety of topics</p> <p>6.1 The student will discuss controversial cultural issues</p> <p>7.1 The student will compare how linguistic elements are expressed in English and Spanish</p> <p>9.2 The student will discuss topics of personal and community interest with Native Speakers</p>	<p>course structure concepts</p>
<p>3rd qtr January 27-March 30</p>	<p>Unidad 3-4 Lecciones 1-5/1-2</p> <p><u>-El ahogado más hermoso del mundo</u> -Los adjetivos comparativos y los superlativos</p> <p><u>-El árbol de oro</u> -Tiempo y modo</p> <p><u>-La noche boca arriba</u> -La entrevista -Los verbos regulares e irregulares</p> <p><u>-El sendero interior</u> -El pasado simple: el pretérito y el imperfecto del indicativo</p> <p><u>-La casa de Asterión</u></p>	<p>IMAGINACION Y FANTASIA</p> <p>1.2 The student will formulate opinions</p> <p>1.3 The student will relate a personal experience or event</p> <p>2.1 The student will determine main ideas presented in oral and written form</p> <p>2.2 The student will rephrase information</p> <p>2.3 The student will analyze information to support opinions</p> <p>3.2 The student will debate various topics</p> <p>3.3 The student will compose original reports</p> <p>6.2 The student will interview members of the Hispanic community</p> <p>7.1 The student will compare how linguistic elements are expressed in English and</p>	<p>Unit 3: Lessons 1-5 Tests</p> <p>Written compositions</p> <p>Unit 4: Lessons 1-2 Tests</p> <p>Unit 3 Test</p> <p>Individual teacher-assessments to demonstrate student learning</p>

	<p>-El futuro simple del indicativo</p> <p>-----</p> <p>-Me llamo Rigoberta Menchú y así me nació la conciencia</p> <p>-El testimonio</p> <p>-Los usos del pretérito perfecto y del pluscuamperfecto</p> <p>-Los zapatos de huevo</p> <p>-Personajes/Motivos de los personajes</p> <p>El presente del subjuntivo</p>	<p>Spanish</p> <p>9.1 The student will employ Spanish in all forms of communication</p> <p>LAS MUJERES EN PRIMER PLANO</p> <p>1.2 The student will formulate opinions</p> <p>1.3 The student will relate a personal experience or event</p> <p>1.4 The student will retell information</p> <p>2.3 The student will analyze information to support opinions</p> <p>2.4 The student will draw information from authentic media</p>	<p>given in course structure concepts</p>
<p>4th qtr March 31- June 15</p>	<p>Unidad 4-5 Lecciones 3-5/1-3</p> <p>-4 poemas: "Hombres necios..." / "Dueña del camino" / "Superwoman" / "Tú me quieres blanca"</p> <p>-El subjuntivo en las cláusulas adjetivas y adverbiales</p> <p>-3 selecciones ensayísticas: "Máscaras mexicanas (fragmento)" / "El machismo" / "El marianismo"</p> <p>-Problemática del subjuntivo para el hispanohablante</p>	<p>3.1 The student will recite poetry and dramatic excerpts</p> <p>3.2 The student will debate various topics</p> <p>3.3 The student will compose original reports</p> <p>4.1 The student will determine the contributions of the civilizations studied</p> <p>5.1 The student will collect authentic materials on a variety of topics</p> <p>5.2 The student will prepare oral and written reports on other content area topics</p> <p>6.1 The student will discuss controversial cultural issues</p> <p>7.1 The student will compare how linguistic elements are expressed in English and Spanish</p>	<p>Unit 4: Lessons 3-5 Tests</p> <p>Written compositions</p> <p>Unit 5: Lessons 1-3 Tests</p> <p>Unit 4 & 5 Test</p> <p>2nd Semester Final</p>

	<p>-“Como agua para chocolate” -El realismo mágico -El imperative</p> <p>-----</p> <p>-“<u>La casa de Bernarda Alba, acto I</u>” -El teatro/tragedia/comedia -Las oraciones reflexivas</p> <p>-“<u>La casa de Bernarda Alba, acto II</u>” -El soliloquio -Las oraciones pasivas</p> <p>-“<u>La casa de Bernarda Alba, acto III</u>” -Las oraciones impersonales</p>	<p>LA CASA DE BERNARDA ALBA</p> <p>1.2 The student will formulate opinions</p> <p>1.3 The student will relate a personal experience or event</p> <p>2.1 The student will determine main ideas presented in oral and written form</p> <p>2.3 The student will rephrase information</p> <p>3.2 The student will debate various topics</p> <p>3.3 The student will compose original reports</p> <p>3.4 The student will dramatize original works</p> <p>7.1 The student will compare how linguistic elements are expressed in English and Spanish</p>	<p>Individual teacher-assessments to demonstrate student learning given in course structure concepts</p>
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*Curriculum plan subject to change