

SPANISH III 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>Somos así ¡Ya!</u> Second Edition Textbook: Published by EMC/Paradigm Publishing 2. <u>Somos así ¡Ya!</u> Second Edition Workbook: Published by EMC/Paradigm Publishing 3. <u>Somos así ¡Ya!</u> CD: Published by EMC/Paradigm Publishing 4. <u>Somos así ¡Ya!</u> Oral Proficiency, Transparencies, Portfolio, Tests and Quizzes: Published by EMC/Paradigm Publishing Resources: 1. Spanish language magazines and newspapers 2. Practice workbook 3. Communicative activities 4. Computer Software 5. Listening Activities Audio CD's 6. Writing, audio and video activities workbook 7. Video 8. Internet Activities: http://www.emcp.com/school_division/world_languages/index.php	Tests for Lesson 1-28 Universal Semester Final Universal Year Final
1 st qtr August 30- November 3rd	Lessons 1-7 Presente ¿Cuál es? ¿Qué es? Artículo indefinido Ser y estar Pronombres Preposiciones Gustar Expresiones negativas Construcciones reflexivas El gerundio Impersonal – se	Mucho gusto!, La familia THE STUDENT WILL EMPLOY CORRECT PRONUNCIATION, INTONATION, AND RHYTHM PATTERNS IN CONVERSATION. (1.1) THE STUDENT WILL FORMULATE OPINIONS. (1.2) THE STUDENT WILL RELATE A PERSONAL EXPERIENCE OR EVENT. (1.3) THE STUDENT WILL RETELL INFORMATION. (1.4) THE STUDENT WILL DETERMINE MAIN IDEAS PRESENTED IN ORAL AND WRITTEN FORM. (2.1) THE STUDENT WILL REPHRASE INFORMATION. (2.2) THE STUDENT WILL ANALYZE INFORMATION TO SUPPORT OPINIONS. (2.3) THE STUDENT WILL DRAW INFORMATION FROM AUTHENTIC MEDIA. (2.4)	Lessons1-7 tests Chapter 1 test Individual teacher-assessments to demonstrate student learning given in course structure concepts

<p>2nd qtr November 4-January 26</p>	<p>Lessons 8-14 Mandatos Adverbios Preposiciones de lugar Complementos Pretérito perfecto Preposición – a Adjetivos</p>	<p>La familia, Mis amigos, Las noticias</p> <p>THE STUDENT WILL RECITE POETRY AND DRAMATIC EXCERPTS. (3.1)</p> <p>THE STUDENT WILL DEBATE VARIOUS TOPICS. (3.2)</p> <p>THE STUDENT WILL COMPOSE ORIGINAL REPORTS. (3.3)</p> <p>THE STUDENT WILL DRAMATIZE ORIGINAL WORKS. (3.4)</p> <p>THE STUDENT WILL DETERMINE THE CONTRIBUTIONS OF THE CIVILIZATIONS STUDIED. (4.1)</p> <p>THE STUDENT WILL APPRAISE ENTERTAINMENT FROM THE HISPANIC CULTURES. (4.2)</p> <p>THE STUDENT WILL RECOGNIZE THE RELATIONSHIP BETWEEN PRODUCTS AND ENVIRONMENT IN THE SPANISH-SPEAKING COUNTRIES. (4.3)</p> <p>THE STUDENT WILL UNDERSTAND MESSAGES FOUND IN CONTEXTUALIZED MEDIA. (4.4)</p>	<p>Lessons -14 Tests</p> <p>Chapter 2 test</p> <p>Chapter 3 test</p> <p>Universal 1st semester final</p> <p>Individual teacher-assessments to demonstrate student learning given in course structure concepts</p>
<p>3rd qtr January 27-March 30</p>	<p>Lessons 15-21 Mandatos Progresivo y Pretérito imperfecto Verbos irregulares en el pretérito Tiempo con hace que El imperfecto Pronombres relativos Pluscuamperfecto Diálogo indirecto</p>	<p>Las noticias, La ciudad</p> <p>THE STUDENT WILL COLLECT AUTHENTIC MATERIALS ON A VARIETY OF TOPICS. (5.1)</p> <p>THE STUDENT WILL PREPARE ORAL AND WRITTEN REPORTS ON OTHER CONTENT AREA TOPICS. (5.2)</p> <p>THE STUDENT WILL DISCUSS CONTROVERSIAL CULTURAL ISSUES. (6.1)</p> <p>THE STUDENT WILL INTERVIEW MEMBERS OF THE HISPANIC COMMUNITY. (6.2)</p> <p>THE STUDENT WILL COMPARE HOW LINGUISTIC ELEMENTS ARE EXPRESSED IN ENGLISH AND SPANISH. (7.1)</p> <p>THE STUDENT WILL EMPLOY SPANISH IDIOMATIC EXPRESSIONS. (7.2)</p>	<p>Lessons15-21 Tests</p> <p>Chapter 4 Test</p> <p>Chapter 5 Test</p> <p>Individual teacher-assessments to demonstrate student learning given in course structure concepts</p>

<p>4th qtr March 31-June 15</p>	<p>Lessons 22-28</p> <p>Mandatos con nosotros</p> <p>Subjuntivo</p> <p>Formas irregulares</p> <p>Expresiones impersonales</p> <p>Lo, lo que y lo + adjetivo</p> <p>Por y para</p> <p>Subjuntivo</p> <p>Claúsula adverbial</p> <p>El futuro</p> <p>Subjuntivo + duda y negación</p> <p>El Condicional</p> <p>El subjuntivo + emoción</p> <p>Comparativo de igualdad</p> <p>Superlativo de igualdad</p> <p>Superlativo-ísmo</p> <p>Voz pasiva</p> <p>Estar + participio</p> <p>Más con –se</p> <p>Imperfecto del subjuntivo</p>	<p>La ciudad, Vamos de viaje, ¡Buen provecho!</p> <p>THE STUDENT WILL IDENTIFY CULTURALLY APPROPRIATE IDIOMS THAT DO NOT TRANSLATE. (8.1)</p> <p>THE STUDENT WILL DISPLAY APPROPRIATE BEHAVIOR WITHIN THE CONTEXT OF TWO CULTURES. (8.2)</p> <p>THE STUDENT WILL EMPLOY SPANISH IN ALL FORMS OF COMMUNICATION. (9.1)</p> <p>THE STUDENT WILL DISCUSS TOPICS OF PERSONAL AND COMMUNITY INTEREST WITH NATIVE SPEAKERS. (9.2)</p> <p>THE STUDENT WILL INTERVIEW MEMBERS OF THE COMMUNITY TO LEARN HOW SPANISH IS USED IN VARIOUS LINES OF WORK. (9.3)</p> <p>THE STUDENT WILL INVENTORY THE OPPORTUNITIES TO LIVE AND STUDY IN SPANISH-SPEAKING COUNTRIES. (10.1)</p> <p>THE STUDENT WILL DEVELOP AN AWARENESS OF THE FINE ARTS IN SPANISH-SPEAKING COUNTRIES. (10.2)</p>	<p>Lessons 22-28 Tests</p> <p>Chapter 6 Test</p> <p>Chapter 7 Test</p> <p>Universal year-end final</p> <p>Individual teacher-assessments to demonstrate student learning given in course structure concepts</p>
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