

KANE AREA SCHOOL DISTRICT



Foreign Language Curriculum

Grades 8-12

2025

Developed and prepared by
Katherine Milligan, KASD Spanish teacher, and Linda Schneider, KASD German teacher.

TABLE OF CONTENTS

Planned Courses	Page Number
German I	3
German II	6
German III.....	9
German IV	12
Spanish I	15
Spanish I Unit Guide	18
Spanish II.....	20
Spanish II Unit Guide.....	23
Spanish III	25
Spanish IV.....	28
Spanish V	31
Introduction to Foreign Cultures	34

German I

Statement of Organization:

This course is designed as the first in a series of courses to learn the cultural and fundamental linguistic components of German.

Expected Levels of Achievement:

All students will be expected to achieve mastery level of the skills and concepts taught obtaining at least a 77% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Daily practice
- Demonstration
- Drill and practice
- Observation
- Oral presentation
- Projects
- Teacher-made tests
- Written assignments

Estimated Instructional Time:

German I is a one credit course elective course which meets for a minimum of 120 clock hours

Sequence: The big ideas and skill practice are continuous throughout the year.

Technology Integration:

In addition to printed resources, students will use technology to supplement the learning in class. They will use [duolingo.com](https://www.duolingo.com) and [free-rice.com](https://www.free-rice.com) to practice grammar skills and vocabulary as well as learn new vocabulary as well as other internet sources to complete projects throughout the year.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 1	Listening	-Know the basic sound system -Recognize common vocabulary terms -Identify words from the target language that are commonly used in English -Comprehend simple spoken conversations	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.E 12.1.1.C	<u>Grading Period 1:</u> Textbook: Komm mit!-Level 1: Preliminary Chapter and Chapter 1
	Reading	-Recognize common vocabular terms -Identify words from the target language that are commonly used in English -Comprehend written sentences in dialogues and short paragraphs		12.1.C 12.1.E 12.1.1.C	<u>Grading Period 2:</u> Textbook: Komm mit!-Level 1: Chapters 2 and 3
	Writing	-Know common vocabulary forms and structures -Know simple sentence and question structures -Write common vocabulary, phrases and structures during activities with the teacher and classmates -Use simple sentence and question structures		12.1.B 12.1.D 12.1.1.B 12.1.1.D	<u>Grading Period 3:</u> Textbook: Komm mit!-Level 1: Chapters 3 and 4
	Speaking	-Know the basic sound system. -Know common vocabulary forms and structures -Know simple sentence and question structures -Recite basic words with proper accentuation -Speak common vocabulary, phrases and structures during activities with the teacher and classmates -Use simple sentence and question structures		12.1.A 12.1.B 12.1.D 12.1.1.A 12.1.1.B 12.1.1.D	<u>Grading Period 4:</u> Textbook: Komm mit!-Level 1: Chapter 5, Chapter 6.1, Final Exam Review

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 1	Listening	-Know typical expressions and gestures for basic social interactions in the target culture.		12.3.B	<u>Grading Period 1:</u> Textbook: Komm mit!-Level 1: Preliminary Chapter and Chapter 1
	Reading	-Identify fundamental products and customs of the target culture -Know typical expressions and gestures for basic social interactions in the target culture		12.3.A 12.3.B	<u>Grading Period 2:</u> Textbook: Komm mit!-Level 1: Chapters 2 and 3
	Writing	-Know typical expressions and gestures for basic social interactions in the target culture -Describe similarities and differences of life skills and social structures in personal interactions between cultures -List and relate content subject words used in English that have origins in the target language		12.3.B 12.3.C 12.3.1. D	<u>Grading Period 3:</u> Textbook: Komm mit!-Level 1: Chapters 3 and 4
	Speaking	-Know typical expressions and gestures for basic social interactions in the target culture -Describe similarities and differences of life skills and social structures in personal interactions between cultures -Discuss the fundamental products and customs of the target culture in the target language -Use culturally appropriate memorized expressions and gestures for basic social interactions -Model life skills and social interactions in the target language culture in one's own culture		12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	<u>Grading Period 4:</u> Textbook: Komm mit!-Level 1: Chapter 5, Chapter 6.1, and Final Exam Review

German II

Statement of Organization:

This course is designed as the second in a series of courses to develop linguistic proficiency and cultural connections

Expected Levels of Achievement:

All students will be expected to achieve mastery level of the skills and concepts taught obtaining at least a 77% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Daily practice
- Demonstration
- Drill and practice
- Observation
- Oral presentation
- Projects
- Teacher-made tests
- Dialogs
- Written assignments

Estimated Instructional Time:

German II is a one credit course elective course which meets for a minimum of 120 clock hours

Sequence: The big ideas and skill practice are continuous throughout the year. German 2 requires a prerequisite of German 1

Technology Integration:

In addition to printed resources, students will use technology to supplement the learning in class. They will use [duolingo.com](https://www.duolingo.com) and [free-rice.com](https://www.free-rice.com) to practice grammar skills and vocabulary as well as learn new vocabulary as well as other internet sources to complete projects throughout the year.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 2	Listening	-Refine knowledge of the sound system -Recognize expanded vocabulary -Comprehend simple spoken sentences using an expanded vocabulary	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.1.C	<u>Grading Period 1:</u> Textbook: Komm mit! Level 1 Chapter 7
	Reading	-Recognize expanded vocabulary -Identify words in English that have origins in the target language -Comprehend simple written sentences using an extended vocabulary		12.1.C 12.1.E 12.1.1.C	<u>Grading Period 2:</u> Textbook: Komm mit! Level 1 Chapter 8 and 9
	Writing	-Refine knowledge of spelling patterns -Know expanded vocabulary forms and structures used in basic writing -Write expanded vocabulary phrases and structures in dialogues or short essays -Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information		12.1.A 12.1.B 12.1.1.B 12.1.1.D	<u>Grading Period 3:</u> Textbook: Komm mit! Level 1 Chapter 10 and 11
	Speaking	-Refine knowledge of the sound system -Know expanded vocabulary forms and structures used in basic speaking -Speak and model phrases and sentences with accepted pronunciation, rhythm, and intonation with survival level proficiency -Speak expanded vocabulary phrases and structures in dialogues -Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information		12.1.A 12.1.B 12.1.1.A 12.1.1.B 12.1.1.D	<u>Grading Period 4:</u> Textbook: Komm mit! Level 1 Chapter 12 and Final Exam Review

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 2	Reading	-Read and comprehend simple sentences from the target language/culture in other school content areas	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.3.1.D	<u>Grading Period 1:</u> Textbook: Komm mit! Level 1 Chapter 7
	Writing	-Describe the products and customs of the target culture -Explain similarities and differences of daily activities between cultures -Discuss the products and customs of the target culture in simple sentences in the target language -Write simple role-plays reflecting daily life in a culturally competent manner -Write about cultural similarities and differences in daily activities in the target language		12.3.A 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	<u>Grading Period 2:</u> Textbook: Komm mit! Level 1 Chapter 8 and 9
	Speaking	-Explain cultural patterns of daily social interaction -Discuss the products and customs of the target culture in simple sentences in the target language -Perform simple role-plays reflecting daily life in a culturally competent manner		12.3.B 12.3.1.A 12.3.1.B	<u>Grading Period 3:</u> Textbook: Komm mit! Level 1 Chapter 10 and 11 <u>Grading Period 4:</u> Textbook: Komm mit! Level 1 Chapter 12 and Final Exam Review

German III

Statement of Organization:

This course is designed as the third in a series of courses concentrating more on grammar, writing and reading to develop skills to become proficient in German.

Expected Levels of Achievement:

All students will be expected to achieve mastery level of the skills and concepts taught obtaining at least a 77% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Oral presentation
- Projects
- Teacher-made tests
- Written assignments

Estimated Instructional Time:

German III is a one credit course elective course which meets for a minimum of 120 clock hours

Sequence: The big ideas and skill practice are continuous throughout the year. German 3 requires a prerequisite of German 1 and 2

Technology Integration:

In addition to printed resources, students will use technology to supplement the learning in class. They will use duolingo.com and free-rice.com to practice grammar skills and vocabulary as well as learn new vocabulary as well as other internet sources to complete projects throughout the year.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 3	Listening	-Know details of the sound system of the target language -Recognize advanced vocabulary through listening -Know simple, compound and complex sentence and question structures in order to comprehend -Comprehend spoken sentences using advanced vocabulary terms -Develop and use simple, compound and complex sentence and questions structures to comprehend -Listen in English and in the target language	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.D 12.1.1.C 12.1.1.D 12.1.1.E	<u>Grading Period 1:</u> -Culture: Austrian, Swiss, Liechtenstein -Grammar: Present Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from German to English and performed in German <u>Grading Period 2:</u> -Culture: St Nikolaus and Krampus -Grammar: Past Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from German to English and performed in German
	Reading	-Recognize advanced vocabulary through reading selections -Comprehend written sentences and paragraphs using advanced vocabulary terms -Read in English and in the target language		12.1.C 12.1.1.C 12.1.1.E	
	Writing	-Know spelling patterns of the target language -Know advanced vocabulary and idiomatic expressions used in writing -Know simple, compound and complex sentence and question structures in order to communicate and comprehend -Write advanced vocabulary and idiomatic expressions -Write in English and in the target language		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.E	
	Speaking	-Know advanced vocabulary and idiomatic expressions used in speaking -Know simple, compound and complex sentence and question structures in order to communicate -Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding -Speak advanced vocabulary and idiomatic expressions -Develop and use simple, compound and complex sentence and question structures to communicate -Speak in English and in the target language -Make a presentation in the target language		12.1.B 12.1.D 12.1.1.A 12.1.1.B 12.1.1.D 12.1.1.E 12.1.1.F	<u>Grading Period 3:</u> -Culture: Fashing/Karneval and Easter -Grammar: Future Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from German to English and performed in German

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 3	Reading	-Read about cultural similarities and differences in the two cultures	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.3.1.B	<u>Grading Period 4:</u> -Culture: Holocaust and Days of Remembrance -Grammar: Past Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from German to English and performed in German -Review for Final Exam
	Writing	-Write about cultural aspects -Write plays in a culturally competent manner -Write about cultural similarities and differences in the two cultures		12.3.1.A 12.3.1.B 12.3.1.C	
	Speaking	-Explain a variety of customs of the target language -Compare and contrast the similarities and differences between cultures -Speak about cultural aspects -Generate oral plays in a culturally competent manner -Discuss cultural similarities and differences in the two cultures		12.3.A 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	

German IV

Statement of Organization:

This course is designed as the fourth in a series of courses concentrating heavily on grammar, writing and reading to develop skills to become proficient in German.

Expected Levels of Achievement:

All students will be expected to achieve mastery level of the skills and concepts taught obtaining at least a 77% on all graded materials and projects.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Daily practice
- Demonstration
- Drill and practice
- Observation
- Oral presentation
- Projects
- Teacher-made tests

Estimated Instructional Time:

German IV is a one credit course elective course which meets for a minimum of 120 clock hours

Sequence: The big ideas and skill practice are continuous throughout the year. German 3 requires a prerequisite of German 1, 2, and 3

Technology Integration:

In addition to printed resources, students will use technology to supplement the learning in class. They will use [duolingo.com](https://www.duolingo.com) and [free-rice.com](https://www.free-rice.com) to practice grammar skills and vocabulary as well as learn new vocabulary as well as other internet sources to complete projects throughout the year.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 4	Listening	-Know enhanced vocabulary and idiomatic expressions used in complex oral communications -Recognize enhanced vocabulary used in complex listening selections -Know and analyze simple, compound and complex sentence structures in order to comprehend events -Listen to distinct regional accents as heard in conversation by native speakers -Comprehend complex spoken sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills specifically different grammar tenses	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.1.B 12.1.C 12.1.D 12.1.1.A 12.1.1.C 12.1.1.F	<u>Grading Period 1:</u> -Novel: “Die Verwandlung” read, translate, answer questions in German -Grammar: Review of Present, Past, Future, and Conditional Tenses -Play: translated from German to English, answer questions in German, memorize and present the plays
	Reading	-Know enhanced vocabulary and idiomatic expressions used in written communications -Recognize enhanced vocabulary used in passages -Know and analyze simple, compound and complex sentence structures in order to comprehend events -Comprehend complex written sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.C 12.1.D 12.1.1.C 12.1.1.F	<u>Grading Period 2:</u> -Novel: “Faust” read, translate, answer questions in German -Grammar: Review of Present, Past, Future, Conditional Tenses and a focus on Imperfect Tense
	Writing	-Know enhanced vocabulary and idiomatic expressions used in complex written communications -Write enhanced vocabulary and idiomatic expressions for written communication -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.1.B 12.1.1.F	-Play: translated from German to English, answer questions in German, memorize and present the plays
	Speaking	-Know enhanced vocabulary and idiomatic expressions used in complex oral communications -Know and analyze simple, compound and complex sentence structures in order to communicate -Speak enhanced vocabulary and idiomatic expressions for complex oral communication -Discuss how writers use various sentence structures to convey meanings -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.D 12.1.1.B 12.1.1.D 12.1.1.F	<u>Grading Period 3:</u> -Novel: “Maus”: read, translate, and answer questions in German -Grammar: Review of Present, Past, Future, Conditional, Imperfect Tenses and a focus on the Progressive Tenses -Play: translated from German to English, answer questions in German, memorize and present the plays

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 4	Reading	-Read about unfamiliar products, customs, and institutions of the target culture	-Specific to English to German vocabulary and German to English vocabulary, which is practiced daily	12.3.1.A	<u>Grading Period 4:</u> -“Fabeln von den Brüdern Grimm” read, translate, answer questions in German -Play: translated from German to English, answer questions in German, memorize and present the plays -Review for Final Exam
	Writing	-Write about unfamiliar products, customs, and institutions of the target culture		12.3.1.A	
	Speaking	-Speak about unfamiliar products, customs, and institutions of the target culture		12.3.1.A	

Spanish I

Statement of Organization:

This course is designed as the first in a series of courses to learn the basic components of Spanish.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed by one or more of the following methods:

- Drill and practice
- Observation
- Oral Presentations
- Projects
- Teacher-made tests
- Dialogues
- Written essays
- Written assignments

Estimated Instructional Time:

Spanish I is a one credit elective course which meets for a minimum of 120 clock hours.

Sequence: The big ideas and skill practice are continuous throughout the year. A unit guide is included as an addendum to this curriculum.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. Students will use their Google classroom to find daily objectives, procedures, and materials specifically for their class. They will use the [duolingo.com](https://www.duolingo.com), [quizlet.com](https://www.quizlet.com), as well as other internet sources to practice vocabulary and grammar.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 1	Listening	-Know the basic sound system -Recognize common vocabulary terms -Identify words from the target language that are commonly used in English -Comprehend simple spoken conversations	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.E 12.1.1.C	<u>Grading Period 1:</u> Textbook: Ven Connigo-Level 1: Preliminary Chapter and Chapter 1
	Reading	-Recognize common vocabular terms -Identify words from the target language that are commonly used in English -Comprehend written sentences in dialogues and short paragraphs		12.1.C 12.1.E 12.1.1.C	<u>Grading Period 2:</u> Textbook: Ven Connigo-Level 1: Chapters 2 and 3
	Writing	-Know common vocabulary forms and structures -Know simple sentence and question structures -Write common vocabulary, phrases and structures during activities with the teacher and classmates -Use simple sentence and question structures		12.1.B 12.1.D 12.1.1.B 12.1.1.D	<u>Grading Period 3:</u> Textbook: Ven Connigo-Level 1: Chapters 3 and 4
	Speaking	-Know the basic sound system. -Know common vocabulary forms and structures -Know simple sentence and question structures -Recite basic words with proper accentuation -Speak common vocabulary, phrases and structures during activities with the teacher and classmates -Use simple sentence and question structures		12.1.A 12.1.B 12.1.D 12.1.1.A 12.1.1.B 12.1.1.D	<u>Grading Period 4:</u> Textbook: Ven Connigo-Level 1: Chapter 5, Chapter 6.1, Final Exam Review

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 1	Listening	-Know typical expressions and gestures for basic social interactions in the target culture.		12.3.B	<u>Grading Period 1:</u> Textbook: Ven Connigo-Level 1: Preliminary Chapter and Chapter 1
	Reading	-Identify fundamental products and customs of the target culture -Know typical expressions and gestures for basic social interactions in the target culture		12.3.A 12.3.B	<u>Grading Period 2:</u> Textbook: Ven Connigo-Level 1: Chapters 2 and 3
	Writing	-Know typical expressions and gestures for basic social interactions in the target culture -Describe similarities and differences of life skills and social structures in personal interactions between cultures -List and relate content subject words used in English that have origins in the target language		12.3.B 12.3.C 12.3.1. D	<u>Grading Period 3:</u> Textbook: Ven Connigo-Level 1: Chapters 3 and 4
	Speaking	-Know typical expressions and gestures for basic social interactions in the target culture -Describe similarities and differences of life skills and social structures in personal interactions between cultures -Discuss the fundamental products and customs of the target culture in the target language -Use culturally appropriate memorized expressions and gestures for basic social interactions -Model life skills and social interactions in the target language culture in one's own culture		12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	<u>Grading Period 4:</u> Textbook: Ven Connigo-Level 1: Chapter 5, Chapter 6.1, and Final Exam Review

SPANISH 1: UNIT GUIDE

UNIT:	OBJECTIVE(S):	GRAMMAR:	CULTURE:	VOCABULARY FOCUS:
		Capítulo Preliminar		
Capítulo Preliminar	1. To prepare for Spanish 1	1. Accents 2. Tildes 3. Cognates	1. Spanish speaking countries 2. Why learn Spanish?	1. Names 2. Alphabet 3. Colors 4. Numbers 0-30
		Chapter 1		
Chapter 1, Primer	1. To greet someone 2. To say goodbye to someone 3. To introduce yourself 4. To introduce others 5. To respond to an introduction 6. To ask how someone is 7. To say how you are	1. Punctuation marks 2. Subject Pronouns: I and You	1. How Spanish speakers greet each other 2. Interpersonal distance 3. Common first names and Saint's Day	1. Hellos 2. Goodbyes 3. Introductions 4. How are you? 5. Feelings
Chapter 1, Segundo	1. To ask how old someone is 2. Numbers 0-30 3. To ask where someone is from 4. To say where you are from	1. Verb-Ser 2. Forming questions with question words	1. Where are you from? (asked of native speakers)	1. How old are you? 2. Numbers 0-30 3. Where are you from? 4. I am from... 5. Question words
Chapter 1, Tercer	1. To talk about things you like 2. To talk about things you dislike 3. To ask someone if they like something	1. Nouns 2. Definite Articles: el and la 3. Spanish vowels: a, e, i, o, u		1. I like... 2. I don't like... 3. Do you like...? 4. Sports 5. Food 6. Classes 7. Music
		Chapter 2		
Chapter 2, Primer	1. To talk about what you need 2. To talk about what you want	1. Verb-Necesitar 2. Verb-Querer 3. Making nouns plural 4. Indefinite Articles: un, una, unos, unas 5. Subject Pronouns: él and ella	1. What do you need for school? (asked of native speakers) 2. Regional terms for school vocabulary 3. School day in Spain and Latin America	1. I need... 2. I want... 3. School supplies
Chapter 2, Segundo	1. To describe the contents of your room	1. Verb-Tener 2. Noun endings 3. Agreement of mucho with nouns 4. Agreement of Cuánto with nouns	1. Apartments in Spain 2. Regional terms for home vocabulary	1. What do you have in your room 2. I have... 3. Bedroom items 4. How much/many? 5. A lot/much/many
Chapter 2, Tercer	1. To talk about what you need to do 2. To talk about what you want to do	1. Verb-Necesitar 2. Verb-Querer 3. Infinitives 4. Numbers 31-199 5. Letter "d"		1. I need to... 2. I want to... 3. After school activities 4. Numbers 31-199

SPANISH 1: UNIT GUIDE

UNIT:	OBJECTIVE(S):	GRAMMAR:	CULTURE:	VOCABULARY FOCUS:
		Chapter 3		
Chapter 3, Primer	1. To talk about classes 2. To sequence events 3. To tell time	1. Plural Definite Articles: los and las 2. Telling time with Ser	1. Grading scales in Peru and Mexico 2. What is a typical school day like? (asked of native speakers)	1. Academic subjects 2. Sequencing Words 3. It is...o'clock
Chapter 3, Segundo	1. To tell at what time something happens 2. To show possession (lack of 's) 3. To talk about being late 4. To talk about being in a hurry	1. Prepositions: de and del 2. Telling time	1. Students' school schedules in Spanish-speaking countries 2. Hora Latina-Latin time	1. At...o'clock 2. AM and PMs 3. Possessive phrases
Chapter 3, Tercer	1. To say what people are like 2. To say what things are like 3. To ask about things you like and explain why	1. Verb-Ser 2. Adjective agreement 3. Tag questions 4. Letters: h, j, g		1. Adjectives 2. Like phrases 3. Pastimes, events, and exams 4. What is...like? 5. What are...like?
		Chapter 4		
Chapter 4, Primer	1. To talk about what you like to do 2. To discuss what you do during free time 3. To discuss what others do during free time 4. To discuss who you do things with	1. Present tense of regular AR Verbs 2. Irregular Present Tense Verb-Jugar 3. Que-not used as a question 4. Contraction: al	1. Spanish-speaking countries in the Olympics 2. Greetings in Spanish-speaking countries	1. Activities 2. With, with me, with you 3. I like.../I don't like...
Chapter 4, Segundo	1. To tell where people are 2. To tell where things are	1. Verb-Estar (location) 2. Subject Pronouns	1. The Spanish "you"-when to use tú and usted 2. The Spanish tradition: el paseo	1. Places 2. Prepositions of location
Chapter 4, Tercer	1. To talk about where you go during free time 2. To talk about where others go during free time	1. Verb-Ir 2. Rules for using days of the week 3. Letters: b and v	1. Extracurricular activities for students in Spain and Latin America	1. Days of the week
		Chapter 5		
Chapter 5, Primer	1. To discuss how often you do things	1. Negation 2. Who?		1. Frequency words 2. Who?
Chapter 5, Segundo	1. To talk about what you and your friends like to do together 2. To talk about what you do during a typical week	1. Verb-Gustar 2. Present Tense Conjugation of AR, ER, IR Verbs 3. Together	1. Getting together with friends in a Spanish-speaking country 2. What is a typical week like? (asked of native speakers)	1. Typical Activities 2. Food 3. Pastimes
Chapter 5, Tercer	1. To talk about today's date 2. To talk about the weather	1. Formula to tell dates 2. Accent marks: pronunciation/change of word meaning	1. The seasons of the year in South America	1. Months 2. Seasons 3. Weather expressions 4. Holidays
		Chapter 6		
Chapter 6, Primer	1. To describe a family	1. Possessive Adjectives	1. The role of Godparents in Spanish-speaking countries 2. The concept of privacy in Spanish-speaking countries	1. Family members 2. Domestic animals

Spanish II

Statement of Organization:

This course is designed as the second in a series of courses which builds upon the components of Spanish I.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Oral Presentations
- Projects
- Teacher-made tests
- Dialogues
- Written essays
- Written assignments

Estimated Instructional Time:

Spanish II is a one credit elective course which meets for a minimum of 120 clock hours.

Sequence: The big ideas and skill practice are continuous throughout the year. Spanish 2 requires a prerequisite of Spanish 1. A unit guide is included as an addendum to this curriculum.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. Students will use their Google classroom to find daily objectives, procedures, and materials specifically for their class. They will also use [duolingo.com](https://www.duolingo.com), [quizlet.com](https://www.quizlet.com), as well as other internet sources to practice vocabulary and grammar.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 2	Listening	-Refine knowledge of the sound system -Recognize expanded vocabulary -Comprehend simple spoken sentences using an expanded vocabulary	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.1.C	<u>Grading Period 1:</u> Textbook: Ven Connigo-Level 2: Chapter 1
	Reading	-Recognize expanded vocabulary -Identify words in English that have origins in the target language -Comprehend simple written sentences using an extended vocabulary		12.1.C 12.1.E 12.1.1.C	<u>Grading Period 2:</u> Textbook: Ven Connigo-Level 2: Chapters 2 and 3
	Writing	-Refine knowledge of spelling patterns -Know expanded vocabulary forms and structures used in basic writing -Write expanded vocabulary phrases and structures in dialogues or short essays -Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information		12.1.A 12.1.B 12.1.1.B 12.1.1.D	<u>Grading Period 3:</u> Textbook: Ven Connigo-Level 2: Chapters 3 and 4
	Speaking	-Refine knowledge of the sound system -Know expanded vocabulary forms and structures used in basic speaking -Speak and model phrases and sentences with accepted pronunciation, rhythm, and intonation with survival level proficiency -Speak expanded vocabulary phrases and structures in dialogues -Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information		12.1.A 12.1.B 12.1.1.A 12.1.1.B 12.1.1.D	<u>Grading Period 4:</u> Textbook: Ven Connigo-Level 2: Chapter 5 and Final Exam Review

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 2	Reading	-Read and comprehend simple sentences from the target language/culture in other school content areas	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.3.1.D	<u>Grading Period 1:</u> Textbook: Ven Connigo-Level 2: Chapter 1
	Writing	-Describe the products and customs of the target culture -Explain similarities and differences of daily activities between cultures -Discuss the products and customs of the target culture in simple sentences in the target language -Write simple role-plays reflecting daily life in a culturally competent manner -Write about cultural similarities and differences in daily activities in the target language		12.3.A 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	<u>Grading Period 2:</u> Textbook: Ven Connigo-Level 2: Chapters 2 and 3
	Speaking	-Explain cultural patterns of daily social interaction -Discuss the products and customs of the target culture in simple sentences in the target language -Perform simple role-plays reflecting daily life in a culturally competent manner		12.3.B 12.3.1.A 12.3.1.B	<u>Grading Period 3:</u> Textbook: Ven Connigo-Level 2: Chapters 3 and 4 <u>Grading Period 4:</u> Textbook: Ven Connigo-Level 2: Chapter 5 and Final Exam Review

SPANISH 2: UNIT GUIDE

UNIT:	OBJECTIVE(S):	GRAMMAR:	CULTURE:	VOCABULARY FOCUS:
		Chapter 1		
Chapter 1, Primer	1. To introduce yourself and others 2. To describe people 3. To tell the nationalities of people	1. Present Tense Verb-Tener 2. Adjective Agreement 3. Rules to use nationalities	1. Diversity among Spanish speakers 2. What is the euro?	1. Personal Adjectives 2. Family members 3. Nationalities
Chapter 1, Segundo	1. To talk about what you and others do	1. Present Tense of Regular AR/ER/IR Verbs 2. Irregular Present Tense Verbs 3. Future Verb Phrase: Ir + a + Infinitive 4. Telling time	1. Dinner time in Spanish-speaking country 2. What is a good friend? (asked of native speakers)	1. Question words 2. Activities 3. Calendar 4. Time 5. Places
Chapter 1, Tercer	1. To say what you like and dislike	1. 2 part verbs: Gustar, Encantar, Fascinar, Chocar	1. Spanish lunch at home	1. Colors 2. Foods 3. Sports
		Chapter 2		
Chapter 2, Primer	1. To talk about how you are feeling 2. To make suggestions and to respond to them	1. Present Tense Verb-Estar 2. Agreement of feelings	1. Extended family living	1. Moods/Feelings 2. Why don't you...? 3. How about if you...?
Chapter 2, Segundo	1. To say if something has already been done 2. To ask for help 3. To offer help	1. Preterite/Past Tense of AR Verbs 2. Preterite/Past Tense Verb-Ir=to go 3. Present Tense Verb-Querer 4. Present Tense Verb-Poder	1. Where would you like to live? (asked of native speakers)	1. Adverbs of time 2. Calendar expressions 3. Places around town
Chapter 2, Tercer	1. To describe your city or town	1. Present Tense Verb-Estar	1. Weather map of Spain 2. Celsius vs. Fahrenheit	1. Weather expressions 2. Clothing
		Chapter 3		
Chapter 3, Primer	1. To talk about your daily routine	1. Present Tense-Reflexive Verbs 2. Reflexive Shoe Verbs 3. How to create adverbs	1. What is your profesion? (asked of native speakers)	1. How often phrases 2. Reflexive Verbs
Chapter 3, Segundo	1. To talk about responsibilities 2. To complain	1. Talking about whose turn it is to do something 2. Direct Object Pronouns: lo, la, los, las	1. Division of household chores in Spain 2. Expressions of agreement	1. Chores 2. Complaints
Chapter 3, Tercer	1. To talk about hobbies and pastimes 2. To say how long something has been going on	1. Hacer + amount of time + que + subject + verb	1. Popular free-time activities among Spanish-speaking teens	1. Hobbies 2. Pastimes 3. Units of time

SPANISH 2: UNIT GUIDE

UNIT:	OBJECTIVE(S):	GRAMMAR:	CULTURE:	VOCABULARY FOCUS:
		Chapter 4		
Chapter 4, Primer	1. To ask for and to give opinions 2. To give advice	1. Debes vs. Deberías 2. Para + infinitive=in order to	1. School grade levels in Mexico	1. Classroom activities 2. School and computer terms
Chapter 4, Segundo	1. To talk about things and people you know 2. To make comparisons	1. Present Tense Verb-Ser 2. Present Tense Verb-Estar 3. Ser vs. Estar 4. Present Tense Verb-Conocer 5. Personal A	1. Amount of tuition in Latin American Universities 2. What do you do after school? (asked of native speakers)	1. Adjectives to describe people 2. Comparison phrases
Chapter 4, Tercer	1. To make plans	1. Use of direct object pronouns	1. Who is American?	1. Activities around town
		Chapter 5		
Chapter 5, Primer	1. To talk about staying fit and healthy	1. Preterite/Past Tense Verb-Dormir 2. Preterite/Past Tense of Regular AR/ER/IR verb 3. Preterite/Past Tense Verb-Dar		1. Sports 2. Fitness activities
Chapter 5, Segundo	1. To tell someone what to do and not to do	1. Informal commands: Positive and Negative 2. Irregular Informal commands 3. Command forms of verbs ending in "gar" and "car"	1. Snack foods in Spanish speaking countries	1. Health terms 2. Fitness terms
Chapter 5, Tercer	1. To give explanations	1. Preterite/Past Tense Verb-Poder 2. Preterite/Past Tense of Reflexive Verbs	1. Motivating expressions 2. What do you do to stay in shape? (asked of native speakers)	1. Body parts 2. Injuries and explanations

Spanish III

Statement of Organization:

This course is designed as the third in a series of courses which builds upon the components of Spanish II.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Oral Presentations
- Projects
- Teacher-made tests
- Written assignments

Estimated Instructional Time:

Spanish III is a one credit elective course which meets for a minimum of 120 clock hours.

Sequence: The big ideas and skills practiced are continuous throughout the year. Spanish 3 requires the prerequisites of Spanish 1 and 2.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. Students will use their Google classroom to find daily objectives, procedures, and materials specifically for their class. They will use the [duolingo.com](https://www.duolingo.com), [quizlet.com](https://www.quizlet.com), as well as other internet sources to practice vocabulary and grammar.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 3	Listening	-Know details of the sound system of the target language -Recognize advanced vocabulary through listening -Know simple, compound and complex sentence and question structures in order to comprehend -Comprehend spoken sentences using advanced vocabulary terms -Develop and use simple, compound and complex sentence and questions structures to comprehend -Listen in English and in the target language	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.1.A 12.1.C 12.1.D 12.1.1.C 12.1.1.D 12.1.1.E	<u>Grading Period 1:</u> -Culture: Aztecs -Grammar: Present Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from Spanish to English and performed in Spanish
	Reading	-Recognize advanced vocabulary through reading selections -Comprehend written sentences and paragraphs using advanced vocabulary terms -Read in English and in the target language		12.1.C 12.1.1.C 12.1.1.E	
	Writing	-Know spelling patterns of the target language -Know advanced vocabulary and idiomatic expressions used in writing -Know simple, compound and complex sentence and question structures in order to communicate and comprehend -Write advanced vocabulary and idiomatic expressions -Write in English and in the target language		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.E	
	Speaking	-Know advanced vocabulary and idiomatic expressions used in speaking -Know simple, compound and complex sentence and question structures in order to communicate -Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding -Speak advanced vocabulary and idiomatic expressions -Develop and use simple, compound and complex sentence and question structures to communicate -Speak in English and in the target language -Make a presentation in the target language		12.1.B 12.1.D 12.1.1.A 12.1.1.B 12.1.1.D 12.1.1.E 12.1.1.F	<u>Grading Period 3:</u> -Culture: Mexican legend: China Poblana -Grammar: Future Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from Spanish to English and performed in Spanish

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Culture-Stage 3	Reading	-Read about cultural similarities and differences in the two cultures	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.3.1.B	<u>Grading Period 4:</u> -Culture: Mexican holiday-Day of the Dead -Grammar: Past Tense Verbs -Vocabulary: 2 lists chosen by students in the class -Play: translated from Spanish to English and performed in Spanish -Review for Final Exam
	Writing	-Write about cultural aspects -Write plays in a culturally competent manner -Write about cultural similarities and differences in the two cultures		12.3.1.A 12.3.1.B 12.3.1.C	
	Speaking	-Explain a variety of customs of the target language -Compare and contrast the similarities and differences between cultures -Speak about cultural aspects -Generate oral plays in a culturally competent manner -Discuss cultural similarities and differences in the two cultures		12.3.A 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C	

Spanish IV

Statement of Organization:

This course is designed as the fourth in a series of courses which builds upon the components of Spanish III.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Oral Presentations
- Teacher-made tests
- Written assignments

Estimated Instructional Time:

Spanish IV is a one credit weighted elective course which meets for a minimum of 120 clock hours.

Sequence: The big ideas and skills practiced are continuous throughout the year. Spanish 4 requires the prerequisites of Spanish 1, 2, and 3.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. Students will use their Google classroom to find daily objectives, procedures, and materials specifically for their class. They will use the [duolingo.com](https://www.duolingo.com), [quizlet.com](https://www.quizlet.com), Power Library, as well as other internet sources to practice vocabulary and grammar.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Communication-Stage 4	Listening	-Know enhanced vocabulary and idiomatic expressions used in complex oral communications -Recognize enhanced vocabulary used in complex listening selections -Know and analyze simple, compound and complex sentence structures in order to comprehend events -Listen to distinct regional accents as heard in conversation by native speakers -Comprehend complex spoken sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills specifically different grammar tenses	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.1.B 12.1.C 12.1.D 12.1.1.A 12.1.1.C 12.1.1.F	<u>Grading Period 1:</u> -Novel: "Pobre Ana": read, translate, answer questions in Spanish -Grammar: Review of Present, Past, Future, and Conditional Tenses -Play: translated from Spanish to English, answer questions in Spanish, memorize and present the plays
	Reading	-Know enhanced vocabulary and idiomatic expressions used in written communications -Recognize enhanced vocabulary used in reading selections -Know and analyze simple, compound and complex sentence structures in order to comprehend events -Comprehend complex written sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.C 12.1.D 12.1.1.C 12.1.1.F	
	Writing	-Know enhanced vocabulary and idiomatic expressions used in complex written communications -Write enhanced vocabulary and idiomatic expressions for written communication -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.1.B 12.1.1.F	

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
	Speaking	-Know enhanced vocabulary and idiomatic expressions used in complex oral communications -Know and analyze simple, compound and complex sentence structures in order to communicate -Speak enhanced vocabulary and idiomatic expressions for complex oral communication -Discuss how writers use various sentence structures to convey meanings -Demonstrate mastery of certain target language skills specifically different grammar tenses		12.1.B 12.1.D 12.1.1.B 12.1.1.D 12.1.1.F	<u>Grading Period 3:</u> -Novel: “Casi se muere”: read, translate, and answer questions in Spanish -Grammar: Review of Present, Past, Future, Conditional, Imperfect Tenses and a focus on the Progressive Tenses -Play: translated from Spanish to English, answer questions in Spanish, memorize and present the plays
Culture-Stage 4	Reading	-Read about unfamiliar products, customs, and institutions of the target culture	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	12.3.1.A	<u>Grading Period 4:</u> -Novel: “El viaje de su vida”: read, translate, answer questions in Spanish -Play: translated from Spanish to English, answer questions in Spanish, memorize and present the plays -Review for Final Exam
	Writing	-Write about unfamiliar products, customs, and institutions of the target culture		12.3.1.A	
	Speaking	-Speak about unfamiliar products, customs, and institutions of the target culture		12.3.1.A	

Spanish V

Statement of Organization:

This course is designed as the fifth in a series of courses which builds upon the components of Spanish IV.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Oral Presentations
- Research project
- Teacher-made tests
- Written assignments

Estimated Instructional Time:

Spanish V is a one credit weighted elective course which meets for a minimum of 120 clock hours.

Sequence: The big ideas and skills practiced are continuous throughout the year. Spanish 5 requires the prerequisites of Spanish 1, 2, 3, and 4.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. Students will use their Google classroom to find daily objectives, procedures, and materials specifically for their class. They will use [duolingo.com](https://www.duolingo.com), quizlet.com, IXL, Power Library: Transparent Language Online, as well as other internet sources to practice vocabulary and grammar. Also, different resources will be utilized by the students to complete their research project(s).

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Pacing
Communication-Stage 5	Listening	-Know enhanced vocabulary and idiomatic expressions used in complex oral communications -Recognize enhanced vocabulary used in complex listening selections -Know and analyze simple, compound and complex sentence structures to comprehend events -Listen to distinct regional accents as heard in conversation by native speakers on a variety of real-life situations -Comprehend complex spoken sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills specifically different grammar topics	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	<u>Grading Period 1:</u> -Grammar: packet -Mini-dialogue: translated from Spanish to English, answer questions in Spanish, memorize and present the plays <u>Grading Period 2:</u> -Reading Passages: packet -Transparent Language Online Lessons (presented by native Spanish speakers): 1. Hello 2. Organizing your trip 3. Getting around the city 4. Planning a trip 5. Hotel 6. Directions 7. Restaurant 8. Banking 9. Transportation -Mini-dialogue: translated from Spanish to English, answer questions in Spanish, memorize and present the plays
	Reading	-Know enhanced vocabulary and idiomatic expressions used in written communications -Recognize enhanced vocabulary used in reading selections -Know and analyze simple, compound and complex sentence structures to comprehend events -Comprehend complex written sentences and paragraphs using enhanced vocabulary terms -Demonstrate mastery of certain target language skills when reading what native speakers have said -Comprehend enhanced vocabulary used in a novel.		
	Writing	-Know enhanced vocabulary and idiomatic expressions used in complex written communications -Write enhanced vocabulary and idiomatic expressions for written communication -Demonstrate mastery of certain target language skills (reading comprehension, vocabulary, and grammar concepts) to answer questions about a reading or about what they listened to from a native speaker. -Translate advanced vocabulary		

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Pacing
	Speaking	-Demonstrate enhanced vocabulary and idiomatic expressions used in complex oral communications -Know compound and complex sentence structures to communicate -Speak enhanced vocabulary and idiomatic expressions for complex oral communication -Use useful words and phrases used in real-life situations		<u>Grading Period 3:</u> -Novel: “The Line Becomes a River” -Mini-dialogue: translated from Spanish to English, answer questions in Spanish, memorize and present the plays
Culture-Stage 5	Listening	-Listen and comprehend native speakers about different aspects of culture.	-Specific to English to Spanish vocabulary and Spanish to English vocabulary, which is practiced daily	<u>Grading Period 4:</u> -Research Project-Spanish related topic of student’s choice (must be approved by teacher) -Mini-dialogue: translated from Spanish to English, answer questions in Spanish, memorize and present the plays -Review for Final Exam
	Reading	-Read and comprehend different passages which examine a multitude of topics about culture. -Read the novel “The Line Becomes a River” by Francisco Cantu to examine both sides of the controversial issue of immigration and border issues between Mexico and the United States.		
	Writing	-Answer questions about culture -Research a Spanish related topic (culture) and write a research paper		
	Speaking	-Demonstrate enhanced vocabulary and idiomatic expressions used talk about cultural events. -Teach the class about cultural topics that were researched		

Introduction to Foreign Cultures

Statement of Organization:

This course is designed as an introductory course which examines the basics of the Russian, French, Spanish, and German cultures and languages.

Expected Levels of Achievement:

All students will be expected to achieve mastery of the skills and concepts taught by obtaining a minimum of 77% on all graded materials.

Methods of Evaluation:

Student competence will be assessed through the use of one or more of the following methods:

- Drill and practice
- Observation
- Projects
- Teacher-made tests

Estimated Instructional Time:

Introduction to Foreign Cultures is a one credit elective course which meets for a minimum of 120 clock hours.

Sequence: The big idea and skill practice are continuous throughout each grading period/country studied.

Technology Integration:

In addition to print resources, students will use technology to supplement the learning in class. They will use [duolingo.com](https://www.duolingo.com), quizlet.com, as well as other internet sources to practice vocabulary and grammar and conduct research throughout the year.

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Russian	Countries	Research Russian speaking countries including capital city, population, currency, religion, language, type of government, bordering countries, map, flag, typical foods, famous people, famous landmarks, holidays and festivals, and other interesting facts.		12.3.1.A 12.5.1.D	Marking period 1: Russia
	Vocabulary	Translate from Russian to English and English to Russian basic words and phrases.		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.C	
	Culture/History	Identify fundamental customs of the target language		12.3.A 12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C 12.3.1.D	
	Literature	Read short stories originally written in Russian that have been translated to English. Answer questions about the stories that relate to culture, history, and vocabulary		12.3.1.D	

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
French	Countries	Research French speaking countries including capital city, population, currency, religion, language, type of government, bordering countries, map, flag, typical foods, famous people, famous landmarks, holidays and festivals, and other interesting facts.		12.3.1.A 12.5.1.D	Marking period 2: France
	Vocabulary	Translate from French to English and English to French basic words and phrases.		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.C	
	Culture/History	Identify fundamental customs of the target language		12.3.A 12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C 12.3.1.D	
	Literature	Read short stories originally written in French that have been translated to English. Answer questions about the stories that relate to culture, history, and vocabulary		12.3.1.D	

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
Spanish	Countries	Research Spanish speaking countries including capital city, population, currency, religion, language, type of government, bordering countries, map, flag, typical foods, famous people, famous landmarks, holidays and festivals, and other interesting facts.		12.3.1.A 12.5.1.D	Marking period 3: Spain
	Vocabulary	Translate from Spanish to English and English to Spanish basic words and phrases.		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.C	
	Culture/History	Identify fundamental customs of the target language		12.3.A 12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C 12.3.1.D	
	Literature	Read short stories originally written in Spanish that have been translated to English. Answer questions about the stories that relate to culture, history, and vocabulary		12.3.1.D	

Big Idea/Reporting Category	Concepts/Standards	Competencies/Eligible Content	Vocabulary	Standards	Pacing
German	Countries	Research German speaking countries including capital city, population, currency, religion, language, type of government, bordering countries, map, flag, typical foods, famous people, famous landmarks, holidays and festivals, and other interesting facts.		12.3.1.A 12.5.1.D	Marking period 4: Germany
	Vocabulary	Translate from German to English and English to German basic words and phrases.		12.1.A 12.1.B 12.1.D 12.1.1.B 12.1.1.C	
	Culture/History	Identify fundamental customs of the target language		12.3.A 12.3.B 12.3.C 12.3.1.A 12.3.1.B 12.3.1.C 12.3.1.D	
	Literature	Read short stories originally written in German that have been translated to English. Answer questions about the stories that relate to culture, history, and vocabulary		12.3.1.D	