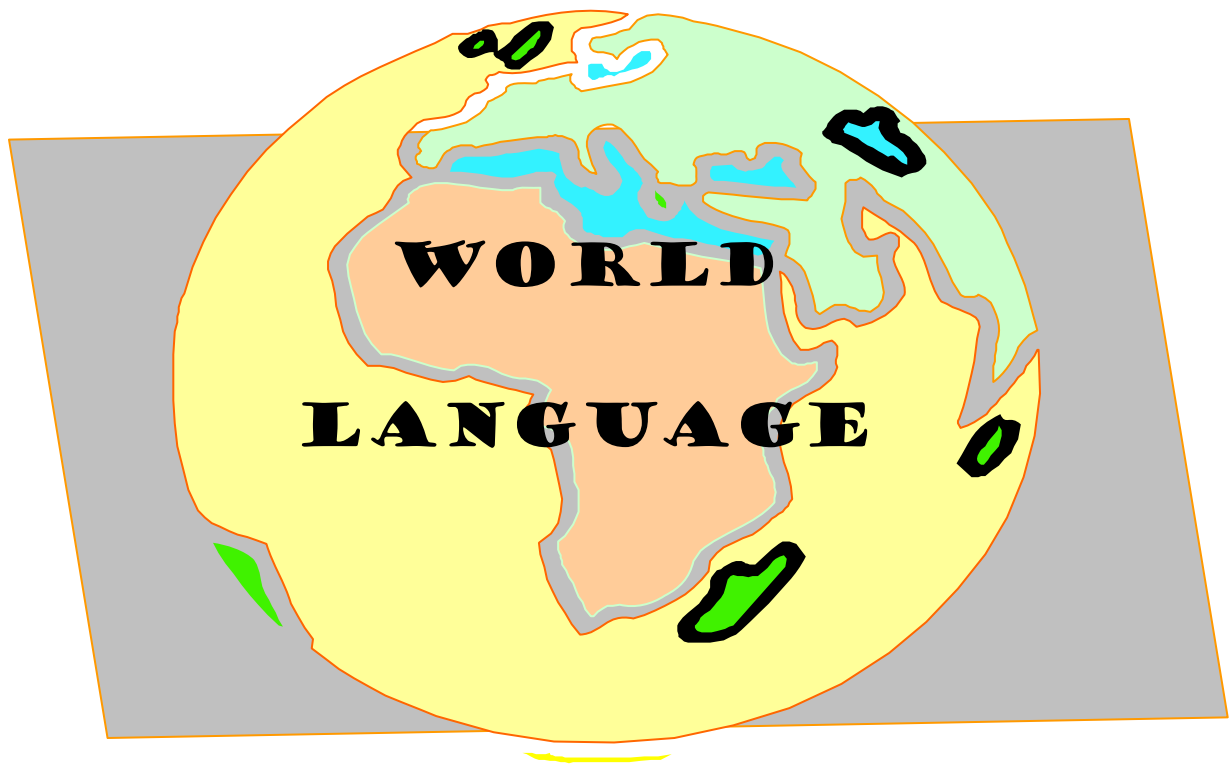


**WEST ALLEGHENY  
SCHOOL DISTRICT**

**CURRICULUM**



**2006-2007**

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Ms. Shelly Crannell  
Ms. Colleen Cunningham  
Dr. John DiSanti  
Dr. William Englert, Jr.  
Ms. Karen Estermyer  
Ms. Michelle Glunt  
Mr. Jeffrey Lesko  
Ms. Allison McLaren  
Mrs. Patricia Nolan  
Mr. Thomas Orr  
Mrs. Kimberly Patterson  
Mrs. Kathryn Rickenback  
Mrs. Kathleen Sites  
Mr. Daniel Smith  
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**ACTFL**  
**NATIONAL STANDARDS**  
**in**  
**FOREIGN LANGUAGE EDUCATION**

**Communication**

*Communicate in Languages Other Than English*

**Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Cultures**

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections**

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons**

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities**

*Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

# **World Language Curriculum**

## **Philosophy**

The 2006 West Allegheny world language curriculum reflects the philosophical orientation and instructional recommendations advocated by the American Council on the Teaching of Foreign Languages (ACTFL). Student learning outcomes are aligned with the National Standards for Foreign Language Learning and address goals related to communication, cultures, connections, comparisons, and communities.

World language study is a key component to a well-rounded education. It cultivates international understanding in a globally interdependent, diverse world and prepares students for responsible, effective participation in a global age. The present worldwide, multi-ethnic society demands an increased awareness of and respect for cultural diversity through the study of world languages, cultures, and customs.

Benefits of world language acquisition are immediate and long-range. Individuals studying a language tend to attain greater academic achievement in reading, social studies, and math due to the emphasis on fundamental skills such as reasoning, conceptualizing, analyzing, and problem solving. Moreover, they earn higher SAT and ACT scores, especially in verbal areas. They develop a clearer understanding of the English language and greater sensitivity to structure, vocabulary, and syntax. They also improve their knowledge of geography.

Our nation exists within a highly competitive international market in which knowledge of other languages and cultures is essential for economic survival. World language knowledge is a valuable, marketable skill that enhances future career opportunities for students. The intensive study of a language broadens employment possibilities in business, education, government, and social services.

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WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH - GRADE 3

WEST ALLEGHENY SCHOOL DISTRICT

Subject: Spanish  
Grade Level: Grade 3



ACADEMIC STANDARDS

ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

COURSE DESCRIPTION:

Exploratory Spanish 1 is an introduction to Hispanic language and cultures. Every student in third grade has the opportunity to explore Spanish for one 35- minute period every six days. The intention of this course is to enable students to gain basic oral communication skills that will spark an interest in further language study. Students are introduced to vocabulary in 4 thematic units: All About Me, All About My School, All About My Family and All About Celebrations. The goals for the course include limited oral proficiency, heightened listening skills, cross-cultural understanding, and linguistic awareness in both English and Spanish.

The Exploratory program follows the Natural Approach (Krashen and Terrell, 1983) to world language acquisition. In this approach language study occurs in 3 stages. In stage one comprehension is the focus as students identify pictures and respond physically to verbal cues. In stage 2 students are asked to respond to simple questions and create basic sentences. Finally, in stage 3 students use the language to play games and recreational activities for personal enjoyment.

UNITS OF STUDY:

“All About Me,” “All About My School,” “All About My Family,” All About Celebrations”

BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Teacher-created “text”
- Teacher-created visuals/manipulatives

ASSESSMENT:

- Informal

TECHNOLOGY USED:

- Videos
- CDs
- DVDs

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT



<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>3</b>
<b>UNIT 1 – All About Me</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ respond appropriately to greetings and introductory questions.</li> <li>▪ produce and distinguish numbers 1-39.</li> <li>▪ state age.</li> <li>▪ identify body parts.</li> <li>▪ describe themselves using gender appropriate adjectives.</li> <li>▪ respond physically to basic classroom directions.</li> <li>▪ state likes and dislikes concerning sports .</li> <li>▪ state likes and dislikes concerning activities.</li> <li>▪ sing songs in target language reinforcing vocabulary concepts.</li> <li>▪ interact orally with parents outside of class using vocabulary concepts learned in class.</li> <li>▪ sing songs (Spanish/English) to reinforce the vocabulary being presented.</li> </ul>	<ul style="list-style-type: none"> <li>▪ greetings (5)</li> <li>▪ introductory questions (What is your name? How are you? etc.) and responses</li> <li>▪ numbers 1-39</li> <li>▪ age</li> <li>▪ body parts (8)</li> <li>▪ adjectives-physical description</li> <li>▪ basic classroom commands</li> <li>▪ sports (8) likes/dislikes</li> <li>▪ activities (8) such as to play, to dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ use of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</li> <li>▪ use of el/la/los/las</li> <li>▪ use of the plural</li> <li>▪ recognition of gender agreement</li> <li>▪ introduction to gustar verbs</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>3</b>
<b>UNIT 2: All About My School</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ respond to basic classroom commands and questions.</li> <li>▪ recognize and name classroom objects and people.</li> <li>▪ recognize and name colors.</li> <li>▪ describe classroom objects and people using adjectives from Unit 1.</li> <li>▪ respond appropriately to the question “¿Qué color te gusta?” (What color do you like?)</li> <li>▪ describe a picture of a classroom to a peer.</li> <li>▪ interact orally with parents using vocabulary/concepts learned in class.</li> <li>▪ sing songs in target language reinforcing vocabulary/concepts.</li> <li>▪ discuss and demonstrate comprehension of the differences between school day/attire/teacher addresses in Spanish-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ colors</li> <li>▪ classroom objects (10) / people (4)</li> <li>▪ likes/dislikes with color (11)</li> <li>▪ school day/attire/teacher address differences in Latin America</li> </ul> <p align="center"></p>	<ul style="list-style-type: none"> <li>▪ concept of noun gender el/la/los/las used correctly with noun</li> <li>▪ basic sentences with “es”</li> <li>▪ gustar (review and expand)</li> </ul> <p align="center"></p>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT



<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>3</b>
<b>UNIT 3: All About My Family</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ produce and apply the vocabulary for family members and pets.</li> <li>▪ respond to the question “¿ Qué animal te gusta?”</li> <li>▪ state names of family members and pets using “se llama”</li> <li>▪ recall numbers and utilize “tiene” to express the age of family members and pets.</li> <li>▪ describe family members and pets using previously learned adjectives/colors.</li> <li>▪ demonstrate comprehension of basic commands and questions through classroom activities and games.</li> <li>▪ interact orally with parents outside of class using the vocabulary/concepts learned in school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ family members (8)</li> <li>▪ pets (5)</li> <li>▪ likes/dislikes –animals</li> <li>▪ description of family members</li> <li>▪ names/ages in the third person</li> <li>▪ nature of family unit in Latin American countries</li> </ul> <p align="center">↓</p>	<ul style="list-style-type: none"> <li>▪ llamarse and tener in the third person</li> <li>▪ review el/la/los/las and noun/article/adjective agreement</li> <li>▪ gustar verbs (review and expand)</li> </ul> <p align="center">↓</p>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 3
<b>UNIT 3: All About My Family (continued)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ discuss and understand similarities/differences between United States and Latin American family units.</li> <li>▪ sing songs in the target language reinforcing vocabulary/concepts learned in class.</li> </ul>			1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>3</b>
<b>UNIT 4: All About Celebrations</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of a variety of Hispanic celebrations and identify similarities and differences between those celebrations and their native culture.</li> <li>▪ sing culturally authentic songs.</li> <li>▪ create culturally authentic crafts related to the celebrations.</li> </ul>	<p>Choice of:</p> <ul style="list-style-type: none"> <li>▪ Day of the Dead</li> <li>▪ Christmas</li> <li>▪ New Year's</li> <li>▪ Easter</li> <li>▪ Cinco de Mayo</li> <li>▪ El Día de Los Reyes (Epiphany)</li> <li>▪ Birthday (Saint Day)</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH - GRADE 4

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** Spanish  
**Grade Level:** Grade 4



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

Exploratory Spanish 2 is an introduction to Hispanic language and cultures. Every student in fourth grade has the opportunity to explore Spanish for one 35-minute period every six days. The intention of this course is to enable students to gain basic oral communication skills that will spark an interest in further language study. Students are introduced to vocabulary in 4 thematic units: All About Me, All About My School, All About My Family, and All About Celebrations. The goals for the course include limited oral proficiency, heightened listening skills, cross-cultural understanding, and linguistic awareness in both English and Spanish.

The Exploratory program follows the Natural Approach (Krashen and Terrell, 1983) to world language acquisition. In this approach language study occurs in 3 stages. In stage one comprehension is the focus as students identify pictures and respond physically to verbal cues. In stage 2 students are asked to respond to simple questions and create basic sentences. Finally, in stage 3 students use the language to play games and recreational activities for personal enjoyment.

### UNITS OF STUDY:

“All About Me,” “All About My School,” “All About My Family,” “All About Celebrations”

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Teacher-created “text”
- Teacher-created visuals/manipulatives

### ASSESSMENT:

- Informal

### TECHNOLOGY USED:

- Videos
- CDs
- DVDs

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

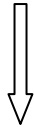

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>4</b>
<b>UNIT 1: All About Me</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ respond to and produce greetings and introductory questions.</li> <li>▪ produce and distinguish numbers 1-100.</li> <li>▪ ask and respond to questions about their age.</li> <li>▪ ask and respond to questions describing themselves, using gender appropriate adjectives.</li> <li>▪ respond to questions about descriptions of others with gender appropriate adjectives.</li> <li>▪ recall and apply vocabulary for body parts.</li> <li>▪ respond to the question “¿Qué te duele?” (What hurts?) with appropriate body parts and articles.</li> <li>▪ discuss likes and dislikes relating to sports, food, and drink.</li> </ul>	<ul style="list-style-type: none"> <li>▪ greetings</li> <li>▪ introductory questions</li> <li>▪ numbers 1-100</li> <li>▪ age</li> <li>▪ describing self and others (18)</li> <li>▪ body parts (11)</li> <li>▪ doctor’s visit (what hurts?)</li> <li>▪ sports (8)</li> <li>▪ likes/dislikes (sports, food, drink)</li> <li>▪ food/drinks (6)</li> <li>▪ classroom commands (review)</li> <li>▪ activities (12) such as to dance, to skate</li> </ul>	<ul style="list-style-type: none"> <li>▪ use of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person singular</li> <li>▪ use of el/la/los/las</li> <li>▪ recognition of gender agreement (article-noun) and (noun-adjective)</li> <li>▪ gustar verbs</li> <li>▪ tú versus usted (formal vs. informal address)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>4</b>
<b>UNIT 1: All About Me (continued)</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ respond to the question “¿Qué te gusta hacer?” with appropriate activities.</li> <li>▪ state basic wants (Quiero ____.) and needs (Necesito ____).</li> <li>▪ recall and apply food and drink vocabulary.</li> <li>▪ recall and apply sports vocabulary.</li> <li>▪ sing culturally authentic songs in the target language to reinforce vocabulary (concepts learned in class)</li> <li>▪ demonstrate comprehension of basic classroom commands and questions through classroom games and activities.</li> <li>▪ interact with parents orally using vocabulary/concepts learned in class.</li> <li>▪ compare differences in sports/food preferences in United States versus Latin America.</li> </ul>			<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

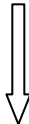

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>4</b>
<b>UNIT 2: All About My School</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify and name classroom objects and people, using the correct article.</li> <li>▪ identify and name colors.</li> <li>▪ describe classroom objects and people using previously learned adjectives and the grammar structure (es).</li> <li>▪ describe classroom objects with gender accurate descriptions.</li> <li>▪ ask and respond to the question “¿Qué color te gusta?” (What color do you like?).</li> <li>▪ respond to the question “¿Cuál es tu color favorito?” (What is your favorite color?).</li> <li>▪ describe a picture of a classroom to peers and parents using gender appropriate adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>▪ classroom objects (18) and people (6)</li> <li>▪ colors (11)</li> <li>▪ likes/dislikes (color)</li> </ul> <p align="center">↓</p>	<ul style="list-style-type: none"> <li>▪ use of el/la/los/las</li> <li>▪ gustar verbs (review and expand)</li> <li>▪ adjective-noun agreement</li> </ul> <p align="center">↓</p>	<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 4
<b>UNIT 2: All About My School (continued)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of basic classroom commands and questions through games and activities.</li> <li>▪ sing songs in the target language to reinforce learned vocabulary/concepts.</li> <li>▪ interact orally with parents using a homework activity that utilizes learned vocabulary and concepts.</li> <li>▪ discuss differences in school supplies/attire and school days in Latin America and the United States.</li> </ul>			1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT


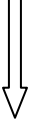
<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>4</b>
<b>UNIT 3: All About My Family</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ recall and produce vocabulary for family members, using the appropriate article.</li> <li>▪ produce and apply pet vocabulary.</li> <li>▪ respond to the question “¿Qué animal te gusta?” (What animal do you like?).</li> <li>▪ state name of family members and pets using “se llama”.</li> <li>▪ recall numbers and grammatical structures needed to state ages of family members and pets using “tiene”.</li> <li>▪ describe family members and pets using previously learned adjectives, attending to gender agreement.</li> <li>▪ demonstrate comprehension of basic commands and questions through classroom activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>▪ family members (14)</li> <li>▪ pets (9)</li> <li>▪ likes/dislikes (animals)</li> <li>▪ age</li> <li>▪ description of families, family members, and pets</li> <li>▪ naming self and others</li> </ul>	<ul style="list-style-type: none"> <li>▪ stating names and ages of others in the 3<sup>rd</sup> person</li> <li>▪ gustar (review and expand)</li> <li>▪ noun-adjective and noun-article agreement (reviewed and reinforced)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 4
<b>UNIT 3: All About My Family (continued)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ interact orally with parents using vocabulary, songs, and concepts learned in class.</li> <li>▪ sing songs in target language to reinforce vocabulary/concepts being learned.</li> <li>▪ discuss differences in family structure in United States versus Latin America.</li> </ul>			1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 4
<b>UNIT 4: All About Celebrations</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of a variety of Hispanic celebrations.</li> <li>▪ identify similarities and differences between certain celebrations in the United States and Latin America.</li> <li>▪ create culturally authentic crafts related to Hispanic celebrations.</li> <li>▪ sing culturally authentic songs.</li> </ul>	<p>Choice of:</p> <ul style="list-style-type: none"> <li>▪ Day of the Dead</li> <li>▪ Christmas</li> <li>▪ New Years</li> <li>▪ Easter</li> <li>▪ Cinco de Mayo</li> <li>▪ El Día de los Reyes (Epiphany)</li> <li>▪ Birthday (Saint Day)</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH - GRADE 5

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** Spanish  
**Grade Level:** Grade 5



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

Exploratory Spanish 3 is an introduction to Hispanic language and cultures. Every student in fifth grade has the opportunity to explore Spanish for one 35-minute period every six days. The intention of this course is to enable students to gain basic oral communication skills that will spark an interest in further language study. Students are introduced to vocabulary in 4 thematic units: All About Me, All About My School, All About My Family and All About Celebrations. The goals for the course include limited oral proficiency, heightened listening skills, cross-cultural understanding, and linguistic awareness in both English and Spanish.

The Exploratory program follows the Natural Approach (Krashen and Terrell, 1983) to world language acquisition. In this approach language study occurs in 3 stages. In stage one comprehension is the focus as students identify pictures and respond physically to verbal cues. In stage 2 students are asked to respond to simple questions and create basic sentences. Finally, in stage 3 students use the language to play games and recreational activities for personal enjoyment.

#### UNITS OF STUDY:

“All About Me,” “All About My School,” “All About My Family,” “All About Celebrations”

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Teacher-created “text”
- Teacher-created visuals/manipulatives

#### ASSESSMENT:

- Informal

#### TECHNOLOGY USED:

- Videos
- CDs
- DVDs

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT



<b>SUBJECT: SPANISH</b>	<b>GRADE: 5</b>
<b>UNIT 1: All About Me</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ produce and respond to greetings and introductory questions.</li> <li>▪ recall and produce numbers 1-100.</li> <li>▪ ask and respond accurately to the question “¿Cuántos años tienes?” (How old are you).</li> <li>▪ describe themselves and others using previously learned adjectives.</li> <li>▪ describe themselves and others using gender accurate adjectives.</li> <li>▪ recall and produce body part vocabulary.</li> <li>▪ respond to the question “¿Qué te duele?” (What hurts?) using appropriate body parts and articles.</li> <li>▪ recall and produce sports vocabulary</li> <li>▪ respond to questions about sports/activity preferences (¿Qué deporte te gusta?, ¿Qué te gusta jugar?) using the appropriate singular/plural form of the sport.</li> </ul>	<ul style="list-style-type: none"> <li>▪ greetings (6)</li> <li>▪ introductory questions (What is your name? How are you?, etc.)</li> <li>▪ numbers 1-100</li> <li>▪ age</li> <li>▪ description of self and others (18)</li> <li>▪ body parts (14)</li> <li>▪ doctor’s visit</li> <li>▪ sports vocabulary (8)</li> <li>▪ likes and dislikes (sports, activities, food, drink)</li> <li>▪ food and drink items (13)</li> <li>▪ classroom commands (review)</li> <li>▪ activities (12) such as to dance, to skate, to sleep</li> </ul>	<ul style="list-style-type: none"> <li>▪ use of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person</li> <li>▪ use of el/la/los/las</li> <li>▪ gender agreement (article-noun) and (noun-adjective)</li> <li>▪ gustar</li> <li>▪ tú versus usted (formal versus informal address)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>5</b>
<b>UNIT 1: All About Me (continued)</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ respond to the question “¿Qué te gusta hacer?” with appropriate activity preferences.</li> <li>▪ state basic wants (Quiero __.) and needs (Necesito __.)</li> <li>▪ discuss differences in sports preferences in United States versus Latin America.</li> <li>▪ recall and produce food vocabulary.</li> <li>▪ ask and respond to questions about food and drink preferences (“¿Qué te gusta comer?, “¿Qué te gusta beber?”).</li> <li>▪ demonstrate comprehension of basic commands and questions through a variety of classroom games and activities.</li> <li>▪ interact orally with parents using vocabulary, concepts, and songs learned in class.</li> <li>▪ complete short written homework assignments to reinforce vocabulary/concepts learned in class.</li> <li>▪ sing songs in target language to reinforce vocabulary/concepts.</li> </ul>			<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT



<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>5</b>
<b>UNIT 2: All About My School</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify and name classroom objects and people.</li> <li>▪ identify and name colors.</li> <li>▪ describe classroom objects and people using previously learned gender appropriate adjectives and the structure “es”.</li> <li>▪ ask and respond to questions about color preferences.</li> <li>▪ describe a picture of a classroom to a peer or parent.</li> <li>▪ recognize and produce school subjects.</li> <li>▪ respond to the question “¿Qué clase te gusta?” to express class preferences.</li> <li>▪ sing songs in the target language to reinforce vocabulary/concepts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ classroom objects (18) and people (6)</li> <li>▪ colors (8)</li> <li>▪ description of classroom objects and people</li> <li>▪ color preferences</li> <li>▪ school subjects</li> <li>▪ class preferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ el/la/los/las</li> <li>▪ 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person</li> <li>▪ noun-adjective and noun-article agreement</li> <li>▪ gustar (review and expand)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 5
<b>UNIT 2: All About My School (continued)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of basic commands and questions through classroom activities and games.</li> <li>▪ interact orally with parents using vocabulary, concepts, and songs learned in class.</li> <li>▪ discuss differences in school days, attire, and supplies between United States and Latin America.</li> <li>▪ complete short written homework assignments to reinforce vocabulary/concepts learned in class.</li> </ul>			1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

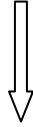
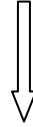
<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 5
<b>UNIT 3: All About My Family</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ recall and produce vocabulary for family members using the appropriate article.</li> <li>▪ recall and produce the vocabulary for pets.</li> <li>▪ respond to the question “¿Qué animal te gusta?” (What animal do you like?).</li> <li>▪ state names of family members and pets using “se llama”.</li> <li>▪ recall numbers to state ages of family members and pets.</li> <li>▪ ask and respond to questions about age.</li> <li>▪ describe family members and pets using previously learned adjectives and colors, utilizing appropriate gender endings.</li> <li>▪ describe real-life families using appropriate gender adjectives to peers and parents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ family members (14)</li> <li>▪ pets (11)</li> <li>▪ likes/dislikes (animals)</li> <li>▪ naming self and others</li> <li>▪ age</li> <li>▪ description of families, family members, and pets</li> </ul>	<ul style="list-style-type: none"> <li>▪ el/la/los/las</li> <li>▪ gustar (review and expand)</li> <li>▪ stating names and ages of others in the 3<sup>rd</sup> person</li> <li>▪ noun-adjective and noun-article agreement (reviewed and reinforced)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 5
<b>UNIT 3: All About My Family (continued)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of basic commands and questions through classroom activities and games.</li> <li>▪ orally interact with parents through vocabulary, concepts, and songs learned in class.</li> <li>▪ sing songs in the target language to reinforce concepts/vocabulary.</li> <li>▪ complete short written homework assignments to reinforce vocabulary/concepts learned in class.</li> <li>▪ discuss differences in family structure in the United States versus Latin America.</li> </ul>			1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 5
<b>UNIT 4: All About Celebrations</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ demonstrate comprehension of a variety of Hispanic celebrations.</li> <li>▪ identify similarities and differences between certain celebrations in the United States and Latin America.</li> <li>▪ create culturally authentic crafts related to Hispanic celebrations.</li> <li>▪ sing culturally authentic songs.</li> </ul>	<p>Choice of:</p> <ul style="list-style-type: none"> <li>▪ Day of the Dead</li> <li>▪ Christmas</li> <li>▪ New Years</li> <li>▪ Easter</li> <li>▪ Cinco de Mayo</li> <li>▪ El Día de los Reyes (Epiphany)</li> <li>▪ Birthday (Saint Day)</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM  
  
SPANISH EXPLORATORY  
GRADE 6

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** Spanish Exploratory  
**Grade Level** Grade 6



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

This is an exploratory program designed to offer students the opportunity to experience the nature of language and how it relates to culture. The goals for the course include limited oral proficiency, heightened listening skills, cross-cultural understanding and linguistic awareness in both English and Spanish. Additionally, the exploratory programs of French, German, and Spanish promote the students' interest in future world language study and in their election of future world language classes.

### UNITS OF STUDY:

“Introductory Unit”, “Clothing”

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Teacher made instructional materials
- ¡Buen Viaje! Heinle and Heinle

### ASSESSMENT:

- Teacher-made tests

### TECHNOLOGY USED:

- Power point presentations
- Videos

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>6</b>
<b>UNIT: Introductory Unit</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ pronounce Spanish alphabet letters and be able to discriminate different vowel sounds as well as consonants, “l” v. “ll”; “n” v. “ñ”; “r” v. “rr”; and “b” v. “v”.</li> <li>▪ compare and contrast sounds of English first names and their Spanish counterparts.</li> <li>▪ identify and pronounce names of countries/places in the world where Spanish is spoken, utilizing accurate Spanish alphabet sounds.</li> <li>▪ recount how many people in the world speak Spanish.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spanish alphabet</li> <li>▪ Trabalenguas-tongue twisters</li> <li>▪ Spanish first names</li> <li>▪ Spanish alphabet</li> <li>▪ Geography</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>6</b>
<b>UNIT: Introductory Unit (continued)</b>			

Page 2

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ engage in simple conversations utilizing formal and informal greetings along with farewells, courtesy words, names of 5 languages and other simple vocabulary words and verbs in the present tense.</li> <li>▪ change positive sentences to negative ones utilizing “no.”</li> <li>▪ compare and contrast pronunciation and meaning of common Spanish cognates to their English equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ greetings</li> <li>▪ farewells</li> <li>▪ courtesy words</li> <li>▪ languages</li> <li>▪ titles</li>   <li>▪ cognates</li> </ul>	<ul style="list-style-type: none"> <li>▪ interrogatives</li> <li>▪ punctuation differences</li> <li>▪ 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular of “estar,” “llamarse,” and “hablar”</li>   <li>▪ negative formation with “no” preceding the verb</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 6
<b>UNIT: Introductory Unit (continued)</b>	

Page 3

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ compare and contrast cultural differences between the United States and Spain, Mexico and other Spanish-speaking countries.</li> <li>▪ recognize importance of foreign language study as it relates to the global economy.</li> <li>▪ recognize products that are imported/exported to and from the United States and to and from Spanish-speaking countries.</li> </ul>	<p>Cultural differences</p> <ul style="list-style-type: none"> <li>▪ greetings including “beso”, “abrazo”, and personal space</li> <li>▪ sports</li> <li>▪ leisure activities</li> <li>▪ holidays</li> <li>▪ clothing</li> <li>▪ family life</li> <li>▪ educational system</li> <li>▪ role of exploration and colonization</li> </ul> <p>Global economy</p>		<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>SPANISH</b>	<b>GRADE:</b>	<b>6</b>
<b>UNIT: Clothing</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ pronounce and identify common clothing and travel items.</li> <li>▪ identify gender identification markers “el,” “la,” “los,” “las,” “un,” “una,” “unos,” and “unas”.</li> <li>▪ change singular nouns to plural nouns.</li> <li>▪ answer “what is it?” questions.</li> <li>▪ describe what he and others are wearing using the forms of “llevar.”</li> <li>▪ pronounce and identify meanings of “es,” “son,” and “hay.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clothing</li> </ul>	<ul style="list-style-type: none"> <li>▪ gender of nouns: masculine v. feminine</li> <li>▪ singular v. plural: adding “s” or “es”</li> <li>▪ interrogative “¿Qué?”</li> <li>▪ 1<sup>st</sup> and 3<sup>rd</sup> person singular of “llevar”</li> <li>▪ 3<sup>rd</sup> person singular and plural of “ser”</li> <li>▪ 2<sup>nd</sup> and 3<sup>rd</sup> person singular of “haber”</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> SPANISH	<b>GRADE:</b> 6
<b>UNIT: Clothing (continued)</b>	

Page 2

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ listen to and reproduce sounds of 10 color names and identify and recall meaning.</li> <li>▪ describe what others are wearing by color.</li> <li>▪ discuss school dress code in Spanish.</li> <li>▪ pronounce, identify and recall numbers 1-20 and recognize numbers 30-100.</li> <li>▪ add, subtract, multiply and divide number problems utilizing 1-50.</li> <li>▪ engage in short conversations describing how many of something an individual is wearing, how many of a clothing item is in a row or in the whole class.</li> </ul>	<ul style="list-style-type: none"> <li>▪ colors</li> <li>▪ Es apropiado</li> <li>▪ No es apropiado</li> <li>▪ Se permite</li> <li>▪ No se permite</li> <li>▪ numbers</li> <li>▪ numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ adjective/noun gender and number agreement</li> <li>▪ Interrogative expression ¿Cuántos...hay?</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM  
FRENCH EXPLORATORY  
GRADE 7

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** French Exploratory  
**Grade Level:** Grade 7



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

This is an exploratory program designed to offer students the opportunity to experience the nature of language and how it relates to culture. The goals for the course include limited oral proficiency, heightened listening skills, cross –cultural understanding and linguistic awareness in both English and French. Additionally, the exploratory programs of French, German, and Spanish promote the students’ interest in future world language study and in their selection of future world language classes.

#### UNITS OF STUDY:

“Introductory Unit,” “Classroom Objects”

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Teacher-made instructional materials
- Bon Voyage! Heinle and Heinle

#### ASSESSMENT:

- Teacher-made tests

#### TECHNOLOGY USED:

- Power point presentations
- Videos

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>FRENCH</b>	<b>GRADE:</b>	<b>7</b>
<b>UNIT: Introductory Unit</b>			

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ pronounce French alphabet letters and recognize differences in sounds of letters j,r,h,u, and é.</li> <li>▪ reproduce nasal vowel sounds an, en, in, on, and un and be able to recognize when they are able to vocalize the letter “n.”</li> <li>▪ compare and contrast sounds of English and French names that have similar origin.</li> </ul>	<ul style="list-style-type: none"> <li>▪ French alphabet</li> <li>▪ French nasal vowel sounds</li> <li>▪ French names</li> </ul>		1.1 1.2 1.3 2.1 2.1 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b>	<b>FRENCH</b>	<b>GRADE:</b>	<b>7</b>
<b>UNIT: Introductory Unit (continued)</b>			

Page 2

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ engage in simple conversations utilizing formal and informal greetings within limited vocabulary restraints.</li> <li>▪ change affirmative sentences to negative sentences.</li> <li>▪ compare and contrast spelling, pronunciation, and meaning of common French cognates to their English counterparts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greetings                             <ul style="list-style-type: none"> <li>▪ 3 hello's</li> <li>▪ 3 good-bye's</li> <li>▪ what's your name?</li> <li>▪ how are you?</li> <li>▪ courtesy words</li> <li>▪ 5 languages - do you speak ....?</li> <li>▪ nice to meet you</li> <li>▪ titles</li> </ul> </li> <li>▪ Cognates</li> </ul>	<ul style="list-style-type: none"> <li>▪ present tense of s'appeler, aller, parler</li> <li>▪ use of negatives with "ne...pas"</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> FRENCH	<b>GRADE:</b> 7
<b>UNIT: Introductory Unit (continued)</b>	

Page 3

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ compare and contrast the culture of France and French-speaking countries and the culture of the United States.</li> <li>▪ recognize importance of foreign language study as it relates to the global economy.</li> <li>▪ recognize products that are imported/exported to and from the United States and to and from French speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Culture                             <ul style="list-style-type: none"> <li>▪ sports, games, leisure activities</li> <li>▪ school day/educational system</li> <li>▪ holiday traditions</li> <li>▪ food</li> <li>▪ expressions of greetings</li> <li>▪ money/exchange rates</li> <li>▪ family life</li> <li>▪ flags</li> <li>▪ political systems/history</li> <li>▪ art</li> <li>▪ fashion</li> <li>▪ Latin influence on formation of French language</li> <li>▪ role of exploration and colonization in determining culture</li> </ul> </li> <li>▪ Global economy</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT:</b> FRENCH	<b>GRADE:</b> 7
<b>UNIT: Introductory Unit (continued)</b>	

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Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify names of countries and places where French is spoken.</li> <li>▪ recount how many people in the world speak French.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Geography</li> </ul>		1.1 1.2 1.3 2.1 2.1 3.1 3.2 4.1 4.2 5.1 5.2





WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

GERMAN EXPLORATORY  
GRADE 8

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** German Exploratory  
**Grade Level:** Grade 8



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

This is an Exploratory Program designed to offer the students the opportunity to experience the nature of language and how it relates to culture. The goals for the course include limited oral proficiency, heightened listening skills, cross-cultural understanding, and linguistic awareness in both English and German. Additionally, the Exploratory Programs of French, German, and Spanish promote the students' interest in future world language study and in their selection of future world language classes.

#### UNITS OF STUDY:

“Introductory Unit”, “Classroom Objects and Commands”, “Numbers”

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Exploring German, EMC
- Teacher made instructional materials

#### ASSESSMENT:

- Teacher made assessments

#### TECHNOLOGY USED:

- Internet
- Videos

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN</b>	<b>GRADE: 8/German Flex</b>
<b>UNIT: Introductory Unit</b>	


Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ choose a German name.</li> <li>▪ compare and contrast German/American names and naming practices.</li> <li>▪ pronounce the letters of the German alphabet.</li> <li>▪ identify the sounds of the German alphabet.</li> <li>▪ identify formal and informal greetings and farewells.</li> <li>▪ ask one another’s names and respond.</li> <li>▪ ask and respond to question, “How are you?”</li> <li>▪ shake hands when greeting one another.</li> <li>▪ recognize and identify German idiom related to courtesy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ German names</li> <li>▪ German alphabet</li> <li>▪ German greetings</li> <li>▪ German courtesies</li> <li>▪ German courtesies</li> <li>▪ German culture</li> <li>▪ German cognates</li> </ul>	<ul style="list-style-type: none"> <li>▪ Der and die with masculine and feminine names</li> <li>▪ all German nouns are capitalized</li> <li>▪ alphabet characters; ß, ä, ö, ü, are unique to German alphabet</li> <li>▪ differentiate between formal and informal forms of addressing adults and peers; du and Sie, dir and Ihnen</li> <li>▪ German cognates are words that are the same or similar in target language and English</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN</b>	<b>GRADE: 8/German Flex</b>
<b>UNIT: Introductory Unit (continued)</b>	

Page 2

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ use German titles Frau and Herr.</li>   <li>▪ use common classroom request in German, “May I go to the bathroom?” or “May I get a drink of water?”</li> </ul>		<ul style="list-style-type: none"> <li>▪ interrogative               <ul style="list-style-type: none"> <li>▪ “How?”</li> <li>▪ Wie heisst du?</li> <li>▪ Wie geht’s?</li> </ul> </li>   <li>▪ use of verbs heissen and gehen</li> </ul>	1.1 1.2 1.3 2.1 2.1 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN</b>	<b>GRADE: 8/German Flex</b>
<b>UNIT: Classroom Objects and Commands</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ recognize/identify vocabulary for classroom objects.</li> <li>▪ pronounce vocabulary for classroom objects.</li> <li>▪ use indefinite articles ein and eine.</li> <li>▪ ask and respond to the question, “Was ist das?” “Das ist ein/eine....”</li> <li>▪ ask and respond to the question “Wer ist das?” “Das ist ...”</li> <li>▪ recognize/identify informal German command forms.</li> <li>▪ respond appropriately to informal command forms.</li> <li>▪ recognize and identify the infinitive verbs from the informal command forms used.</li> <li>▪ compare and contrast German and American schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ German classroom objects</li>   <li>▪ German classroom commands</li>   <li>▪ German classroom commands</li>   <li>▪ German culture</li> </ul>	<ul style="list-style-type: none"> <li>▪ all German nouns are capitalized</li> <li>▪ indefinite articles in the nominative case are ein and eine</li> <li>▪ interrogatives: Was? and Wer?</li>   <li>▪ form and function of commands/imperative</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN</b>	<b>GRADE: 8/German Flex</b>
<b>UNIT : Numbers</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ learn the numbers from 0 – 100.</li> <li>▪ use the numbers 1-20.</li> <li>▪ identify the numbers 21-100.</li> <li>▪ ask “how many?” and “how much?”</li> <li>▪ ask for and tell age.</li> <li>▪ complete simple addition, subtraction, multiplication, and division problems.</li> <li>▪ compare written German numerals with English.</li> <li>▪ respond to command “open your book to page.....”</li> </ul>	<ul style="list-style-type: none"> <li>▪ German numbers 0 – 100</li> </ul>	<ul style="list-style-type: none"> <li>▪ formation of numbers 21-99</li>   <li>▪ interrogative:  “Wie?”  “Wie viel?”  “Wie viele?”  “Wie alt bist du?”</li>   <li>▪ verb sein for ich, du and es forms</li>   <li>▪ <math>\Lambda = 1</math>      <math>\text{¶} = 7</math>      <math>9 = 9</math></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

FRENCH I  
GRADE 9-12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** FRENCH - I  
**Grade Level:** 9-12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

**FRENCH I [0510] 9,10,11,12**

**YEAR 1 CREDIT**

In this course geared to the general as well as the academic learner, students learn to communicate on everyday topics in the present and near future, with particular emphasis placed on the skills of listening, speaking and pronunciation. The French culture, and also that of French-speaking Africa, is a very important component. Culturally diverse music (French and North African rap, Caribbean music, West African music) is used to reinforce concepts and skills too. In addition to learning through traditional ways and music, students also take part in a variety of creative activities, including role-plays using puppets, rhymes, games, and projects such as videotaping weather reports. Students participate in cultural experiences such as cheese tasting, French Christmas traditions, trying French pastry, French cuisine day, and various field trips (Crêpes Parisiennes restaurant, French night on the Gateway Clipper, Joie de Vivre workshop at the Frick Museum, and various available performing arts events such as opera and dance shows).

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- *Allez, Viens! Level I* Holt, Rinehart, and Winston, 2003

### ASSESSMENT:

- homework
- pair work
- role-plays
- quizzes,
- video project
- tests
- on-site evaluation

### TECHNOLOGY USED:

- CD player
- VCR
- DVD player
- computers (CD Rom, word processing, Internet)

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Preliminary: French in the World</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ introduce himself/herself and introduce others.</li> <li>▪ understand classroom vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ alphabet, numbers 1-20, classroom objects</li> <li>▪ culture:               <ul style="list-style-type: none"> <li>○ French speaking world</li> <li>○ importance of learning French</li> <li>○ French gestures for counting</li> <li>○ French counting rhymes</li> <li>○ rhyme (one potato, two potatoes, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• accents, alphabet</li> <li>• 3 verb endings, <i>je, tu, il, elle</i>, in context, when asking and telling name</li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Meeting People</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• be able to exchange basic information when meeting people.               <ul style="list-style-type: none"> <li>○ name</li> <li>○ age</li> <li>○ likes, dislikes about things and activities</li> </ul> </li> <li>• be able to recognize that leisure activities may differ according to the francophone country.</li> </ul>	<ul style="list-style-type: none"> <li>• things and activities we like and dislike, such as foods, sports, leisure activities</li> <li>• culture associated with greetings, such as handshakes versus kissing</li> <li>• leisure activities in France compared to the United States</li> </ul>	<ul style="list-style-type: none"> <li>• negatives</li> <li>• definite articles (concepts of gender and number)</li> <li>• coordinating conjunctions</li> <li>• subject pronouns               <ul style="list-style-type: none"> <li>○ regular <i>-er</i> verbs</li> <li>○ <i>-ir</i> and <i>-re</i> verbs for partial control</li> </ul> </li> <li>• cognates               <ul style="list-style-type: none"> <li>○ introduction to superlative concept with masculine singular nouns and people</li> </ul> </li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : School</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• agree and disagree and ask and give information.</li> <li>• tell when he/she has class.</li> <li>• ask for express and express opinions.</li> <li>• say what classes he/she has.</li> </ul>	<ul style="list-style-type: none"> <li>• school subjects</li> <li>• school vocabulary</li> <li>• class times</li> <li>• parts of the school day</li> <li>• numbers 21-59</li> <li>• culture:               <ul style="list-style-type: none"> <li>○ the baccalaureate exam</li> <li>○ curriculum in French schools</li> <li>○ French grading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>si</i> (disagreement – <u>yes</u> I do....) vs. <i>oui</i></li> <li>▪ verb <i>avoir</i> (expressions with <i>avoir</i>: <i>avoir raison, avoir tort</i>)</li> <li>▪ verb <i>aimer</i> – consolidation of <i>-er</i> verbs further practice with:               <ul style="list-style-type: none"> <li>○ <i>-ir</i> verbs</li> <li>○ <i>-re</i> verbs</li> </ul> </li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 4.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Buying Things for School</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• make and respond to a request.</li> <li>• ask others what they need and tell what he/she needs.</li> <li>• tell what he/she likes and dislikes to do.</li> <li>• get someone’s attention.</li> <li>• ask for information.</li> <li>• express thanks.</li> </ul>	<ul style="list-style-type: none"> <li>• school supplies</li> <li>• other items we might buy for school and fun</li> <li>• culture – bagging your purchases</li> <li>• school supplies in French-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>• indefinite articles</li> <li>• demonstrative adjectives</li> <li>• adjective agreement and placement</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Sports and Leisure</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• tell how much they like or dislike something.</li> <li>• exchange information on weather and sports and leisure activities.</li> <li>• make, accept, and turn down suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• sports, hobbies</li> <li>• weather</li> <li>• months of the year</li> <li>• time expressions</li> <li>• Quebec City</li> <li>• Celsius and Fahrenheit</li> <li>• sports in francophone</li> <li>• community centers in France</li> </ul>	<ul style="list-style-type: none"> <li>• expressions with <i>faire</i> and <i>jouer</i></li> <li>• <i>de</i> after negative verb</li> <li>• the verb <i>faire</i></li> <li>• the pronoun <i>on</i></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Food, Drink, Eating Out</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• make suggestions and excuses.</li> <li>• make a recommendation.</li> <li>• get someone’s attention.</li> <li>• order food and beverages.</li> <li>• inquire about and express likes and dislikes.</li> <li>• pay the check.</li> <li>• learn basic restaurant complaints.</li> </ul>	<ul style="list-style-type: none"> <li>• food, drink, ordering in restaurant, especially crepes</li> <li>• cultural use of understatement</li> <li>• food served in café</li> <li>• waiters as professionals</li> <li>• tipping</li> <li>• restaurant courtesy in France</li> </ul>	<ul style="list-style-type: none"> <li>• the verb <i>prendre</i></li> <li>• imperative</li> <li>• <i>je voudrais</i> - I would like</li> <li>• going to (have) introduction</li> <li>• to near future (<i>je</i>-form)</li> <li>• extend <i>avoir</i>: avoir <i>faim</i>, avoir <i>soif</i></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Leisure</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• make plans.</li> <li>• talk about events in the near future.</li> <li>• extend and respond to invitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Paris</li> <li>• places to go</li> <li>• things to do</li> <li>• going out</li> <li>• dating in France</li> <li>• conversational time</li> </ul>	<ul style="list-style-type: none"> <li>• <i>le</i> with days of the week</li> <li>• the verb <i>aller</i></li> <li>• near future: things we are going to do</li> <li>• contractions with <i>à</i></li> <li>• the verb <i>vouloir</i></li> <li>• information questions</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH I</b>	<b>GRADE: 9-12</b>
<b>UNIT : Christmas (Noël)</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>• be able to sing 6 Christmas carols in French.</li> <li>• go caroling in hallways, in other foreign language classes, or in the community ( e.g. Molinaro Manor).</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas in France</li> <li>• Food: <ul style="list-style-type: none"> <li>○ Yule logs</li> <li>○ Kings cake</li> <li>○ smoked salmon</li> <li>○ foie gras</li> </ul> </li> <li>▪ Culture objects: <ul style="list-style-type: none"> <li>○ santons</li> </ul> </li> <li>▪ Customs: <ul style="list-style-type: none"> <li>○ shoe under the tree</li> </ul> </li> <li>▪ Greeting cards: <ul style="list-style-type: none"> <li>○ New Years cards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ global pronunciation practice</li> <li>▪ emphasis on pronunciation of verb endings</li> <li>▪ writing a basic card: <ul style="list-style-type: none"> <li>○ salutation</li> <li>○ traditional New Years greeting</li> <li>○ appropriate closing</li> </ul> </li> <li>▪ gender, adjective agreement</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

FRENCH II  
GRADE 10-12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** FRENCH II  
**Grade Level:** 10-12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

#### National Foreign Language Standards

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### FRENCH II

10, 11, 12

YEAR 1 CREDIT

Students consolidate communication skills on everyday topics in the present as well as in the future, and learn additionally to understand, speak, read, and write about past events (*avoir* verbs). Speaking is emphasized in class, and more reading and writing is done at home. Basic journal writing is introduced, and supplemental readings play a more prominent role. Development of grammar concepts becomes more important. Learning is done traditionally as well as through a variety of songs, rhymes, and games. Hands on projects include an autobiography, a biopoem, a descriptive family tree project, predicting classmates' futures, putting on a fashion show and/or staging skits on clothing such as "French eye for the American guy", and writing about favorite celebrities. Students continue to participate in cultural experiences such as cheese tasting, French Christmas traditions, trying French pastry, and French cuisine day. Field trips are taken to the Crepes Parisiennes restaurant and to the Gateway Clipper French night, and to various available performing arts events such as opera and dance shows.

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- *Allez, Viens! Level 1* Holt, Rinehart and Winston, 2003

### ASSESSMENT:

- journals
- stories
- projects
- role-plays
- pair-work
- homework
- listening comprehension
- skits

### TECHNOLOGY USED:

- CD player
- VCR
- DVD player
- computer (CD rom, word processing, internet)

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH II</b>	<b>GRADE: 10-12</b>
<b>UNIT: Family</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify people.</li> <li>▪ introduce people.</li> <li>▪ describe and characterize people.</li> <li>▪ ask for, give, and refuse permission..</li> </ul>	<ul style="list-style-type: none"> <li>▪ family members and family life</li> <li>▪ descriptions of people (adjectives)</li> <li>▪ pets in France</li> <li>▪ greeting and speaking to family members when part of the family is of aristocratic descent</li> </ul>	<ul style="list-style-type: none"> <li>▪ possession with <i>de</i></li> <li>▪ possessive adjectives</li> <li>▪ adjective agreement</li> <li>▪ comparatives</li> <li>▪ superlatives with adjectives that come before the noun</li> <li>▪ pronoun <i>y</i></li> <li>▪ prepositions</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH II</b>	<b>GRADE: 10-12</b>
<b>UNIT: The Market</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ express need.</li> <li>▪ make, accept, and decline requests.</li> <li>▪ tell someone what to do.</li> <li>▪ offer, accept, and refuse food.</li> </ul>	<ul style="list-style-type: none"> <li>▪ food items</li> <li>▪ expressions of quantity</li> <li>▪ meals</li> <li>▪ Ivoirian Market</li> <li>▪ grocery shopping in francophone countries</li> <li>▪ metric system</li> <li>▪ foods of Ivory Coast</li> <li>▪ mealtime in francophone countries</li> <li>▪ length of time spent at the table for family time</li> <li>▪ how to turn down another helping, politely</li> </ul>	<ul style="list-style-type: none"> <li>▪ expressions with <i>avoir</i> <ul style="list-style-type: none"> <li>○ <i>avoir besoin de</i> - to need</li> <li>○ <i>avoir raison</i> – to be right</li> <li>○ <i>avoir tort</i> – to be wrong</li> </ul> </li> <li>▪ <i>de_</i> - with expressions of quantity</li> <li>▪ expressions with <i>avoir_</i>: <ul style="list-style-type: none"> <li>○ <i>avoir besoin de</i></li> <li>○ <i>avoir raison</i></li> <li>○ <i>avoir tort</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH II</b>	<b>GRADE: 10-12</b>
<b>UNIT: Talking on the Phone</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ ask for and express opinions.</li> <li>▪ inquire about and relate past events.</li> <li>▪ make and answer a phone call.</li> <li>▪ share confidences.</li> <li>▪ console others.</li> <li>▪ ask for and give advice.</li> <li>▪ relate events in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ daily activities at school and out of school</li> <li>▪ history of Arles</li> <li>▪ French phone system</li> <li>▪ phone habits of French-speaking teenagers</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>passé composé</i> (past tense) with <i>avoir</i></li> <li>▪ placement of adverbs with the <i>passé composé</i></li> <li>▪ <i>-re</i> verbs (present and past tenses)</li> <li>▪ direct object pronouns; <i>le, la, les</i> – introduce</li> <li>▪ indirect object pronouns; introduce <i>lui, leur</i></li> <li>▪ recognition only; plus que parfait (plus perfect tense)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH II</b>	<b>GRADE: 10-12</b>
<b>UNIT : In a Clothing Store</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ ask for and give advice.</li> <li>▪ express needs; inquire.</li> <li>▪ ask for opinion.</li> <li>▪ pay a compliment.</li> <li>▪ criticize.</li> <li>▪ hesitate/make a decision.</li> <li>▪ relate events in the present and past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ clothing</li> <li>▪ clothing sizes in France</li> <li>▪ fashion in francophone countries</li> <li>▪ responding to compliments</li> <li>▪ how French people dress</li> </ul>	<ul style="list-style-type: none"> <li>▪ verbs <i>mettre</i> and <i>prendre</i> in present, past, and near future</li> <li>▪ adjectives used as nouns</li> <li>▪ reinforce – <i>ir</i> verbs; present and past tenses</li> <li>▪ direct object pronouns; <i>le, la, les</i> (consolidation)</li> <li>▪ <i>c'est</i> versus <i>il est / elle est</i></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH II</b>	<b>GRADE: 10-12</b>
<b>UNIT: Vacation</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ inquire and share future plans.</li> <li>▪ express indecision and wishes.</li> <li>▪ ask for advice.</li> <li>▪ make, accept, and refuse suggestions.</li> <li>▪ remind and reassure.</li> <li>▪ see someone off.</li> <li>▪ ask for and express opinions.</li> <li>▪ inquire about and relate past events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ vacation places and activities</li> <li>▪ travel items</li> <li>▪ summer camps in France</li> </ul>	<ul style="list-style-type: none"> <li>▪ prepositions <i>à</i> and <i>en</i></li> <li>▪ irregular – <i>ir</i> verbs like <i>partir</i> in present, past, and near future tenses</li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2



WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

FRENCH III  
GRADE 11-12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** FRENCH III  
**Grade Level:** 11-12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

#### **FRENCH III**

**11, 12**

**YEAR 1 CREDIT**

Students learn to speak with more fluency, practicing and expanding upon previously learned grammar concepts such as past time (including *être* verbs), future time, and pronouns, as well as learn new structures such as reflexive verbs. Speaking proficiency is improved by activities such as “soap opera” role-plays, talking about cartoons, acting out phone conversations, and, schedule permitting, performing skits for the younger French students. Students further develop writing proficiency by keeping longer journals, and completing projects such as writing detailed, descriptive French menus, and writing an illustrated description of a typical day. More emphasis is placed on independent readings on French culture and other topics. Students continue to participate in cultural experiences such as cheese tasting, French Christmas traditions, trying French pastry, and French cuisine day. Field trips are taken to the Crepes Parisiennes restaurant and to the Gateway Clipper French night, and to various available performing arts events such as opera and dance shows).

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- *Allez, Viens! Level 2* Holt, Rinehart, and Winston, 2003

### ASSESSMENT:

- journals
- stories
- projects
- role-plays
- pair-work
- homework
- reading assignments
- listening comprehension

### TECHNOLOGY USED:

- CD player
- VCR
- DVD player
- computers (CD rom, word processing, internet)
- plus-que-parfait

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : Meals in France</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ make purchases.</li> <li>▪ ask, offer, accept, refuse food, both in class and in a restaurant setting.</li> <li>▪ pay and respond to compliments.</li> <li>▪ ask for and give advice.</li> <li>▪ extend good wishes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ places to shop</li> <li>▪ food items to buy</li> <li>▪ meals</li> <li>▪ gift items</li> <li>▪ neighborhood stores</li> <li>▪ meals in the francophone world</li> <li>▪ courses of a meal</li> <li>▪ currency in Europe; European Union</li> <li>▪ special occasions</li> </ul>	<ul style="list-style-type: none"> <li>▪ object pronoun <i>en</i></li> <li>▪ partitive articles</li> <li>▪ indirect object</li> <li>▪ pronouns <i>lui</i> and <i>leur</i></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : The French DOM-TOM: the Tropics</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ ask for information and describe a place.</li> <li>▪ ask for and make suggestions.</li> <li>▪ emphasize likes and dislikes.</li> <li>▪ relate a series of events.</li> <li>▪ appreciate French and Creole French by listening and responding to songs in these languages.</li> </ul>	<ul style="list-style-type: none"> <li>▪ places</li> <li>▪ plant and animal life</li> <li>▪ vacation activities</li> <li>▪ daily activities</li> <li>▪ city of St. Pierre</li> <li>▪ tourist spots in France</li> <li>▪ Creole language</li> <li>▪ carnival</li> <li>▪ music and dance in Martinique</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognize reflexive verbs</li> <li>▪ reflexive pronouns <i>se</i> and <i>me</i></li> <li>▪ relative pronouns <i>ce qui</i> and <i>ce que</i></li> <li>▪ present tense of reflexive verbs</li> <li>▪ adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : Daily Life</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ express concern for someone.</li> <li>▪ inquire.</li> <li>▪ express satisfaction and frustration.</li> <li>▪ sympathize and console.</li> <li>▪ give reasons and make excuses.</li> <li>▪ congratulate and reprimand.</li> <li>▪ relate past events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ school day vocabulary</li> <li>▪ Carnet de correspondance</li> <li>▪ meals at school</li> <li>▪ French grades and report cards</li> <li>▪ school life in francophone countries</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>passé composé</i> using <i>avoir</i></li> <li>▪ <i>passé composé</i> with <i>être</i></li> <li>▪ review of <i>plus- que- parfait</i>; basic practice with <i>plus que parfait</i>, written only for journals</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : Historical Chateaux</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ ask for opinions.</li> <li>▪ express enthusiasm, indifference, and dissatisfaction.</li> <li>▪ express disbelief and doubt.</li> <li>▪ ask for and give information.</li> <li>▪ relate past events.</li> <li>▪ form cross-curricular link between French and music, with passé compose songs.</li> <li>▪ recognize imperfect as unfinished event in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ weekend activities</li> <li>▪ chateaux</li> <li>▪ historical figures studied in schools</li> <li>▪ buses and trains in France</li> </ul>	<ul style="list-style-type: none"> <li>▪ the phrase <i>c'était</i></li> <li>▪ <i>passé composé</i> with <i>être</i></li> <li>▪ formal and informal phrasing of questions</li> <li>▪ irregular - <i>ir</i> verbs conjugated like -<i>er</i> verbs</li> <li>▪ introduction of the imperfect tense for recognition in reading only (verb endings and sketch of use)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : Valentine's Day</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ create a Valentine's Day card.</li> <li>▪ write a brief letter to a friend or special friend.</li> <li>▪ express positive emotion.</li> <li>▪ express praise.</li> <li>▪ express gratitude.</li> <li>▪ establish cross-curricular link with art and French.</li> </ul>	<ul style="list-style-type: none"> <li>▪ personal qualities</li> <li>▪ positive emotions</li> <li>▪ Valentine's Day in France</li> </ul>	<ul style="list-style-type: none"> <li>▪ superlatives used with adjectives coming both before and after the noun</li> </ul>	<p>1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH III</b>	<b>GRADE: 11-12</b>
<b>UNIT : West African Stories</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ listen to, read, and understand selected West African stories.</li> </ul>	<ul style="list-style-type: none"> <li>▪ natural phenomena</li> <li>▪ myths and legends</li> <li>▪ West African culture and tradition</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognition of some basic forms of the historical past tense in French</li> <li>▪ <i>passé simple</i></li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2 5.1 5.2

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

FRENCH IV  
GRADE 12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** FRENCH IV  
**Grade Level:** 12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

#### **FRENCH IV**

**12**

#### **YEAR WEIGHTED**

Students learn to speak with more fluency, practicing and expanding upon previously learned grammar concepts such as past time (including imperfect tense and plus que parfait), future time, and pronouns (relative, direct, indirect) as well as learn new structures such as the subjunctive tense, and conditionals. Students will read independently at a more advanced levels, and journals will be longer and more sophisticated. Hands on projects include writing children's books, and writing and performing a crime mystery. Students continue to participate in cultural experiences such as cheese tasting, French Christmas traditions, trying French pastry, and French cuisine day. Field trips are taken to the Crepes Parisiennes restaurant and to the Gateway Clipper French night, and to various available performing arts events such as opera and dance shows.

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- *Allez, Viens?* Level 2 Holt, Rinehart, and Winston, 2003

### ASSESSMENT:

- journals
- stories
- projects
- role-plays
- pair work
- homework
- reading assignments
- listening comprehension

### TECHNOLOGY USED:

- CD player
- VCR
- DVD player
- computer (CD rom, word processing, internet, instant messaging, word tools voice recorder)

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: Health</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ express concern.</li> <li>▪ complain.</li> <li>▪ give advice.</li> <li>▪ accept and reject advice.</li> <li>▪ express discouragement and encouragement.</li> <li>▪ justify recommendations.</li> <li>▪ advise against something.</li> <li>▪ relate daily health activities in past and present.</li> </ul>	<ul style="list-style-type: none"> <li>▪ health expressions</li> <li>▪ body parts</li> <li>▪ inquiries</li> <li>▪ staying fit</li> <li>▪ good and bad eating habits</li> <li>▪ pharmacies in France</li> <li>▪ figures of speech</li> <li>▪ teens exercise habits</li> <li>▪ staying healthy</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>passé composé</i> of reflexives</li> <li>▪ pronoun <i>en</i> with activities</li> <li>▪ the verb <i>savoir</i></li> <li>▪ the verb <i>se nourrir</i></li> </ul>	<p>1.1 1.2 3.1 3.2 4.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: Valentine's Day</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ create a Valentine's Day card.</li> <li>▪ write a long letter to a friend or special friend.</li> <li>▪ express positive emotion.</li> <li>▪ express praise.</li> <li>▪ express gratitude.</li> <li>▪ give reasons and examples to support statements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valentine's Day in France</li> <li>▪ positive emotions</li> <li>▪ personal qualities</li> </ul>	<ul style="list-style-type: none"> <li>▪ irregular adjective formation</li> <li>▪ comparative and superlatives with irregular as well as regular adjectives</li> <li>▪ comparatives and superlatives with adverbs</li> <li>▪ thank you for doing something: <i>Merçi</i></li> <li>▪ <i>d'avoir</i> + past participle</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: How life used to be</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"><li>▪ relate habitual, descriptive, and ongoing events in the past.</li><li>▪ tell what he/she misses.</li><li>▪ reassure.</li><li>▪ reminisce.</li><li>▪ make and respond to suggestions.</li></ul>	<ul style="list-style-type: none"><li>▪ describing places</li><li>▪ childhood activities</li><li>▪ things to see and buy in Côte d'Ivoire</li></ul>	<ul style="list-style-type: none"><li>▪ imperfect tense of <i>avoir</i> and <i>être</i></li><li>▪ imperfect form</li><li>▪ <i>si (l)'on</i> + imperfect</li></ul>	1.1 1.2 1.3 2.1 4.1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: Stories and News</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ wonder what happened.</li> <li>▪ offer possible explanations.</li> <li>▪ break some news.</li> <li>▪ show interest.</li> <li>▪ accept and reject explanations.</li> <li>▪ begin, continue, and end a story.</li> <li>▪ relate past events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ feelings</li> <li>▪ events in one’s personal life</li> <li>▪ Aix-en-Provence</li> <li>▪ friendship</li> <li>▪ Marseillaise tall tales</li> <li>▪ Aix-en-Provence and the Cours Mirabeau</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>avoir l’air</i> and adjective</li> <li>▪ <i>passé composé</i> and imperfect with interrupted actions</li> <li>▪ <i>être en train de</i> + imperfect</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: Personal Communication</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ share a confidence.</li> <li>▪ ask for and give advice.</li> <li>▪ ask for and grant a favor.</li> <li>▪ make excuses.</li> <li>▪ apologize and accept an apology.</li> <li>▪ use pronouns and be familiar with how to place them.</li> <li>▪ recognize and appreciate work of artist Paul Cézanne.</li> </ul>	<ul style="list-style-type: none"> <li>▪ party preparations</li> <li>▪ apologetic actions</li> <li>▪ Paul Cézanne</li> <li>▪ Roman ruins in Aix-en Provence</li> <li>▪ Provencale cuisine</li> <li>▪ personal problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ object pronouns and placement</li> <li>▪ direct object pronouns with passé composé</li> <li>▪ object pronouns before an infinitive</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: FRENCH IV</b>	<b>GRADE: 12</b>
<b>UNIT: Tastes and Leisure</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify people and things.</li> <li>▪ ask for and give information.</li> <li>▪ give opinions.</li> <li>▪ summarize.</li> </ul>	<ul style="list-style-type: none"> <li>▪ songs and singers</li> <li>▪ types of music, movies, and books</li> <li>▪ annual music festival in France</li> <li>▪ musical tastes</li> <li>▪ movie theaters in France</li> <li>▪ Minitel</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>connaître</i> and <i>savoir</i> – irregular forms and contrasting use</li> <li>▪ <i>c'est</i> versus <i>il est/elle est</i></li> <li>▪ relative pronouns <i>qui</i> and <i>que</i></li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

GERMAN I  
LEVEL I

## WEST ALLEGHENY SCHOOL DISTRICT

Subject: GERMAN I  
Grade Level: LEVEL I



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

Meets ACTFL National Standards in Foreign Language Education

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

German I will introduce the basic listening, speaking, reading, and writing skills as well as many aspects of the German culture. Students will participate in a variety of both traditional and non-traditional activities including partner work, role-playing, and singing. Culture activities include an Oktoberfest and several field trips.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Komm Mit Level I (Chapters 1-6) Holt, Rinehart, and Winston, 2000
- Komm Mit CDs and videos

#### ASSESSMENT:

- Quizzes
- Tests
- Projects – oral and written
- Homework
- Partner work
- Listening exercises

#### TECHNOLOGY USED:

- CD and VCR players
- Computer-internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : Salutations/Introductions Unit I</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to greet people and say good bye.</li> <li>▪ ask and give names and ages.</li> <li>▪ ask and answer how someone is.</li> <li>▪ ask and answer where someone is from.</li> <li>▪ ask and answer how someone gets to school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ salutations</li> <li>▪ numbers</li> <li>▪ transportation to school</li> <li>▪ basic geography</li> <li>▪ German speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>▪ sein (to be)</li> <li>▪ alphabet</li> <li>▪ basic verb conjugation</li> <li>▪ definite articles</li> <li>▪ forming questions</li> <li>▪ cognate recognition</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : Free Time Unit 2</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to ask/answer questions about free time.</li> <li>▪ speak/write about likes/dislikes and ask others about likes/dislikes.</li> <li>▪ be able to state/write when they do various activities.</li> <li>▪ be able to ask for an opinion and express their own.</li> <li>▪ be able to agree/disagree with other's opinions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ sports, games, miscellaneous activities</li> <li>▪ du versus Sie (informal vs. formal)</li> <li>▪ seasons, days of week, times of day</li> <li>▪ expressions of enthusiasm or dislike</li> </ul>	<ul style="list-style-type: none"> <li>▪ verb conjugation (singular and plural)</li> <li>▪ meanings of present tense in verbs</li> <li>▪ normal word order verb 2<sup>nd</sup> position</li> <li>▪ verbs ending in -d, -t, or -n</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : Home and Family Unit 3</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to offer/ask for something to eat or drink.</li> <li>▪ be able to describe their room and furniture.</li> <li>▪ be able to talk/write about family members.</li> <li>▪ be able to describe their friends/family/pets by writing and speaking.</li> <li>▪ review/relearn counting from 21-100 and greater.</li> </ul>	<ul style="list-style-type: none"> <li>▪ snack vocabulary</li> <li>▪ German water (mineral wasser)</li> <li>▪ basic furniture and rooms</li> <li>▪ descriptive adjectives (things)</li> <li>▪ family members</li> <li>▪ descriptive adjectives (people)</li> <li>▪ number formation of larger numbers</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb “möchten”</li> <li>▪ introduction to the indefinite article (masculine/feminine/neuter)</li> <li>▪ subject pronouns</li> <li>▪ possessive pronouns</li> <li>▪ separable prefix verb aussehen</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : School Life Unit 4</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to talk and write about their class schedules.</li> <li>▪ be able to ask and give time (digitally).</li> <li>▪ be able to sequence events and follow schedules.</li> <li>▪ be able to ask/express likes, dislikes, and favorites.</li> <li>▪ be able to respond to good news and bad news.</li> <li>▪ be able to identify plural nouns.</li> <li>▪ be able to identify school supplies and ask about costs and locations.</li> <li>▪ be able to compare and contrast the German and American education systems.</li> </ul>	<ul style="list-style-type: none"> <li>▪ school subjects</li> <li>▪ time and sequencing words</li> <li>▪ days of the week</li> <li>▪ German report cards</li> <li>▪ school supplies</li> <li>▪ location words</li> <li>▪ German currency (Deutsche Marks to Euros)</li> <li>▪ school systems and other educational nuances</li> <li>▪ German grades</li> </ul>	<ul style="list-style-type: none"> <li>▪ noun plurals</li> <li>▪ the irregular verb haben</li> <li>▪ word order using sequencing and time words</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>3.1</li> <li>3.2</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : Shopping and Buying Clothes</b>	<b>Unit 5</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to ask for/offer help when shopping.</li> <li>▪ be able to comment on and describe clothes and outfits.</li> <li>▪ be able to give and receive compliments.</li> <li>▪ be able to identify, compare, and contrast European vs. United States clothing sizes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ clothing vocabulary</li> <li>▪ colors, sizes, descriptions</li> <li>▪ shopping in Germany, store hours</li> </ul>	<ul style="list-style-type: none"> <li>▪ separable prefix verbs</li> <li>▪ stem change verbs</li> <li>▪ dative verb gefallen</li> <li>▪ definite and indefinite articles – accusative case</li> <li>▪ accusative (direct object) pronouns</li> </ul>	<p>1.1 1.2 2.1 2.2 4.2 5.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN I</b>	<b>GRADE: LEVEL I</b>
<b>UNIT : Going Out Unit 6</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to tell time using the informal method.</li> <li>▪ be able to ask/answer where and when they want to do something.</li> <li>▪ be able to make plans.</li> <li>▪ be able to order food and beverages.</li> <li>▪ be able to talk about how something tastes.</li> <li>▪ be able to ask for and pay the bill in a restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>▪ informal time vocabulary</li> <li>▪ food vocabulary</li> <li>▪ making plans vocabulary</li> <li>▪ restaurant vocabulary and practices</li> <li>▪ reading a menu</li> </ul>	<ul style="list-style-type: none"> <li>▪ the modal verb “wollen” (want to)</li> <li>▪ stem-changing verb “essen”</li> </ul>	1.1 1.2 1.3 2.1 3.2 4.2 5.1 5.2

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

GERMAN II  
LEVEL II

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** GERMAN II  
**Grade Level:** LEVEL II



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

Meets ACTFL National Standards in Foreign Language Education

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

Students in German II will continue to focus on all aspects of language. Emphasis will be on more advanced writing and speaking skills. We will continue to improve conversation and listening skills through partner work and other classroom activities. More detailed grammar concepts are introduced. There is more student participation through varied activities including skits, presentations, and learning games.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Komm Mit! Level I (Chapters 7-11) Holt, Rinehart, and Winston, 2000
- Komm Mit CDs, videos
- Supplemental readings, stories

#### ASSESSMENT:

- Quizzes
- Tests
- Projects
- Written paragraphs and short stories
- Homework
- Partner work and listening exercises

#### TECHNOLOGY USED:

- CD and VCR players
- Computer-internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Culture Units – One each prior to beginning chapters 1, 4, 7, and 10</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to identify, locate, and recognize the various areas in which the chapters are located.</li> <li>▪ be able to recognize and name some of the key sights and/or cultural aspects of these areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brandenburg – facts and figures</li> <li>▪ Schleswig-Holstein – facts and figures</li> <li>▪ Munich – facts and figures</li> <li>▪ Baden – Württemberg – facts and figures</li> </ul>	<p>N/A</p>	<p>3.2 4.2 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Helping at Home</b>	<b>Unit I</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to extend and accept/decline an invitation.</li> <li>▪ be able to talk/write about chores and how often they have to do them.</li> <li>▪ be able to ask for and offer help.</li> <li>▪ be able to talk about the weather and to present a weather forecast from Germany.</li> </ul>	<ul style="list-style-type: none"> <li>▪ how often (vocabulary and word order)</li> <li>▪ acceptance words and phrases</li> <li>▪ excuses (obligation) phrases</li> <li>▪ chores</li> <li>▪ animals</li> <li>▪ weather</li> <li>▪ reintroduction of months and seasons</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb “müssen” (must)</li> <li>▪ reintroduction of separable prefix verbs</li> <li>▪ modal verb “können” (can)</li> <li>▪ accusative pronouns</li> <li>▪ present tense for near future</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Food Shopping Unit 2</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to ask/answer what things they should do.</li> <li>▪ be able to use the singular and plural command forms.</li> <li>▪ be able to talk about/ask for quantities.</li> <li>▪ be able to ask for more and/or something else.</li> <li>▪ be able to give reasons why you can or cannot.</li> <li>▪ be able to speak/write about past events.</li> <li>▪ be able to read/understand shopping ads.</li> </ul>	<ul style="list-style-type: none"> <li>▪ German weights and measures</li> <li>▪ foods vocabulary (store items)</li> <li>▪ verbs</li> <li>▪ past tense of sein (to be)</li> <li>▪ past tense (ge- words)</li> </ul>	<ul style="list-style-type: none"> <li>▪ modal verb “sollen”</li> <li>▪ command forms (you singular and you plural)</li> <li>▪ coordinating and subordinating conjunctions – denn and weil</li> <li>▪ reintroduction of all verbs, including modals</li> <li>▪ simple past “war” (was)</li> <li>▪ past tense using participles</li> </ul>	<p>1.1 2.1 2.2 3.2 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Getting Around Munich</b>	<b>Unit 3</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to ask and talk about where something is located.</li> <li>▪ ask for and give directions.</li> <li>▪ identify and locate Munich landmarks.</li> <li>▪ be able to use the formal (polite) command form.</li> <li>▪ be able to talk about what there is to eat and drink.</li> <li>▪ be able to state whether they want or don't want more.</li> <li>▪ be able to follow directions in German.</li> <li>▪ be able to elaborate on their opinions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ directional vocabulary</li> <li>▪ asking “where is” something</li> <li>▪ buildings in Munich vocabulary</li> <li>▪ using a map of Munich</li> <li>▪ asking for more</li> <li>▪ Munich/Bavarian food specialties</li> <li>▪ expressing opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ using zum, zur contractions</li> <li>▪ Sie command</li> <li>▪ fixed expression “es gibt”</li> <li>▪ negation of indefinite articles (using kein)</li> <li>▪ verbs fahren and gehen</li> <li>▪ irregular verb “wissen”</li> <li>▪ dependent clauses (coordinating and subordinating)</li> <li>▪ noch ein/eine/einen</li> </ul>	<p>1.1 1.2 1.3 3.1 4.2 5.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Free time: Movies and Concerts</b>	<b>Unit 4</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to express likes and dislikes.</li> <li>▪ be able to express familiarity.</li> <li>▪ be able to talk about films and movies.</li> <li>▪ be able to express their preferences and favorites.</li> <li>▪ be able to talk about what they did in their free time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ liking/disliking vocabulary and flavoring words</li> <li>▪ film vocabulary</li> <li>▪ music vocabulary</li> <li>▪ types of books vocabulary</li> <li>▪ discussion topics vocabulary</li> <li>▪ familiarity</li> </ul>	<ul style="list-style-type: none"> <li>▪ the modal verb "mögen"</li> <li>▪ kennen and wissen (to know) and differences</li> <li>▪ gern, lieber, am liebsten</li> <li>▪ reintroduce weil clause</li> <li>▪ stem changing verbs lesen and sprechen</li> <li>▪ reintroduce ge-verbs</li> <li>▪ accusative prepositions</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN II</b>	<b>GRADE: LEVEL II</b>
<b>UNIT: Holidays and Gift Giving</b>	<b>Unit 5</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to use the telephone in Germany.</li> <li>▪ be able to invite, accept, and decline invitations.</li> <li>▪ talk about and ask when people have their birthday.</li> <li>▪ be able to offer/express good wishes for various holidays.</li> <li>▪ be able to discuss gift ideas and ask what gifts to buy.</li> <li>▪ be able to recognize and identify the dative case.</li> <li>▪ be able to compare/contrast holidays and good-luck symbols in the United States and Germany.</li> <li>▪ be able to create and send an e-card in German from a German web site.</li> </ul>	<ul style="list-style-type: none"> <li>▪ telephone vocabulary</li> <li>▪ birthdates</li> <li>▪ holiday greetings, good-luck symbols</li> <li>▪ gift vocabulary</li> <li>▪ talking about gift giving</li> </ul>	<ul style="list-style-type: none"> <li>▪ separable prefix verb “einladen”</li> <li>▪ using ordinal numbers with “am”</li> <li>▪ the verb “schenken “ with the dative case (indirect objects)</li> <li>▪ dative case articles and endings</li> <li>▪ dative case pronouns</li> <li>▪ dative case prepositions</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

GERMAN III  
GRADE 11

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** GERMAN III  
**Grade Level:** GRADE - 11



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

Meets ACTFL National Standards in Foreign Language Education

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

German III further develops language skills toward becoming a lifetime language learner. Students will be able to communicate orally and in writing on a variety of topics, including foods, vacations, and health. Skits, role-plays, projects, and reports encourage participation. Class is taught primarily in German with focus on complex grammatical structures and intensive vocabulary study.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Komm Mit Level 2, (Chapters 3 through 7) Holt, Rinehart, and Winston

#### ASSESSMENT:

- Quizzes
- Tests
- Projects
- Essays
- Oral proficiency tests
- Homework

#### TECHNOLOGY USED:

- CDs and VCR
- Internet
- Microsoft Word

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Ferien      Wo Warst Du in den Ferien?</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to report past events, both orally and in writing.</li> <li>▪ be able to say/write where they were and what they did on vacation.</li> <li>▪ be able to say/write how they liked where they visited.</li> <li>▪ be able to understand class taught primarily in German.</li> </ul>	<ul style="list-style-type: none"> <li>▪ past participles</li> <li>▪ narrative past verbs hatten and waren</li> <li>▪ Germann geography                             <ul style="list-style-type: none"> <li>○ explore Frankfurt sights</li> </ul> </li> <li>▪ places to eat and stay overnight</li> <li>▪ time phrases</li> </ul>	<ul style="list-style-type: none"> <li>▪ conversational past tense</li> <li>▪ prepositions – in, an, auf, and dative case</li> <li>▪ gefallen</li> <li>▪ dative personal pronouns</li> <li>▪ hatten and waren</li> <li>▪ dative case of indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Living Healthily      Gesund Leben</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to express approval and disapproval of lifestyle habits.</li> <li>▪ be able to say/ask about personal habits and how often you do them.</li> <li>▪ be able to say/write why they eat or don't eat particular foods.</li> </ul>	<ul style="list-style-type: none"> <li>▪ lifestyle vocabulary</li> <li>▪ food vocabulary from all food groups</li> <li>▪ vocabulary of how often</li> <li>▪ German attitudes toward beer, driving age, and active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>▪ dass clauses and word order</li> <li>▪ modal verb dürfen</li> <li>▪ determiner jeder</li> <li>▪ accusative forms of kein</li> <li>▪ accusative reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Eating Healthily      Gesund Essen</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to order food in school/restaurant, orally and written.</li> <li>▪ be able to say/write preferences in food orders and tastes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ food group vocabulary</li> <li>▪ expressing regret/taking something else</li> <li>▪ eating in schools</li> <li>▪ German meals and eating habits</li> <li>▪ German food shopping habits</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrative dieser</li> <li>▪ interrogative welcher</li> <li>▪ possessive pronouns in nominative, accusative and dative cases</li> <li>▪ preposition zu</li> <li>▪ comparatives lieber, besser, mehr</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Get Well! Gute Besserung!</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to say/write about their health and normal illnesses, such as a cold.</li> <li>▪ express discomfort and pain.</li> <li>▪ be able to say/write about hygiene habits.</li> <li>▪ be able to say/write advice on how to get better.</li> <li>▪ be able to inquire as to other’s health.</li> </ul>	<ul style="list-style-type: none"> <li>▪ body parts vocabulary</li> <li>▪ phrases about how sick you are</li> <li>▪ personal hygiene phrases</li> <li>▪ difference between an Apotheke and a Drogerie</li> </ul>	<ul style="list-style-type: none"> <li>▪ accusative reflexives</li> <li>▪ “let’s” command</li> <li>▪ dative verbs, ex: “wehtun”</li> <li>▪ dative reflexives</li> <li>▪ word order in class clauses</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Holocaust Introduction</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"><li>▪ gain introductory understanding of German psyche before, during, and after Holocaust.</li><li>▪ begin to understand individual accountability and responsibility.</li><li>▪ begin to understand what it would be like to be a survivor.</li></ul>	<ul style="list-style-type: none"><li>▪ watch movie “Swing Kids” and analyze each character’s growth and relate it to students’ lives and choices</li><li>▪ read survivor accounts</li><li>▪ write reaction paper</li></ul>	N/A	2.1 2.2 3.2 4.2 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: Narrative Past Tense</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"><li>▪ be able to read/write about past events.</li></ul>	<ul style="list-style-type: none"><li>▪ various short stories</li><li>▪ write summations of stories</li></ul>	<ul style="list-style-type: none"><li>▪ narrative past tense</li></ul>	1.2 4.1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN III</b>	<b>GRADE: 11</b>
<b>UNIT: City or Country Life?</b>	<b>Stadt Oder Land</b>

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to express preferences about where you live, (advantages/disadvantages thereof) both orally and in writing.</li> <li>▪ be able to express wishes about what you would like to have, both orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ vocabulary/expressions about living in city or country</li> <li>▪ German lifestyle in cities versus country, in terms of transportation, shopping, etc.</li> <li>▪ explore Stuttgart</li> </ul>	<ul style="list-style-type: none"> <li>▪ adjective endings with indefinite articles</li> <li>▪ comparative adjectives</li> <li>▪ verb sich wünschen</li> </ul>	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

GERMAN IV  
GRADE 12

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** GERMAN IV  
**Grade Level:** GRADE 12



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

Meets ACTFL National Standards in Foreign Language Education

1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

German IV is a comprehensive in-depth language and culture course. Students are required to combine skills and concepts learned in all previous levels. In-class time will be spent on increasing listening and speaking proficiency work with more time outside of class on writing and reading skills. Students will explore contemporary German culture in-depth, as well as the historical role of Germany during WWII and the Holocaust.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Komm Mit! Level 2, (Chapters 8 through 11) Holt, Rinehart, and Winston
- Gansebraten by Johanns Rösler
- Von Helden und Schelmen by Kurt Reiter

#### ASSESSMENT:

- Quizzes
- Tests
- Projects
- Journals
- Oral proficiency tests
- Homework

#### TECHNOLOGY USED:

- CDs
- VCR
- DVD
- Computer – Internet, Microsoft Word

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Fashion Mode, La oder Nein?</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to speak/write in-depth about buying clothing for style and fit.</li> <li>▪ be able to express fashion preferences and interests, both orally and in writing.</li> <li>▪ be able to persuade/dissuade somebody about buying something.</li> </ul>	<ul style="list-style-type: none"> <li>▪ advanced clothing vocabulary and descriptive adjectives</li> <li>▪ making/accepting compliments</li> <li>▪ students create/perform a fashion show</li> </ul>	<ul style="list-style-type: none"> <li>▪ adjective endings with der-words in nominative, accusative, and dative cases</li> <li>▪ dative case with passen, (gut) stehen and passen + zu</li> <li>▪ accusative reflexive “sich interessiern”</li> <li>▪ word order in wenn clauses</li> </ul>	<p>1.1 1.2 1.3 2.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Vacation Wohin in die Ferien?</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to make plans about where to go and what to do there, both orally and in writing.</li> <li>▪ ask/make suggestions, expressing doubt, conviction, and resignation.</li> <li>▪ ask for/give complicated directions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ in-depth travel/leisure vocabulary</li> <li>▪ directions vocabulary</li> <li>▪ understanding how German towns are laid out, and how to read transportation schedules</li> </ul>	<ul style="list-style-type: none"> <li>▪ two way prepositions, accusative and dative</li> <li>▪ conjunction “ob” and word order</li> </ul>	1.1 1.2 1.3 3.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Interests Viel Interessen!</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to express interest/disinterest in television and other activities.</li> <li>▪ be able to speak/write about future events.</li> <li>▪ be familiar with Berlin.</li> </ul>	<ul style="list-style-type: none"> <li>▪ types of television shows</li> <li>▪ explore the Autobahn and differences in acquiring driver’s licenses</li> <li>▪ explore television, public and private</li> <li>▪ explore Berlin and history of Berlin in WWII (focus on Berlin Airlift)</li> </ul>	<ul style="list-style-type: none"> <li>▪ da – wo compounds</li> <li>▪ sprechen über + accusative schreiben               <ul style="list-style-type: none"> <li>○ schreiben über + accusative</li> <li>○ sich freuen auf + accusative</li> <li>○ sich interessieren für + accusative</li> </ul> </li> <li>▪ future tense with werden</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: In a Restaurant      Ins Restaurant</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to decide on and order food in a fancy restaurant.</li> <li>▪ make and respond to suggestions.</li> <li>▪ be able to speak/write about the future using “would”, “would be”, “could be”, and “would have”.</li> </ul>	<ul style="list-style-type: none"> <li>▪ in-depth food vocabulary</li> <li>▪ ordering/making toasts in a restaurant</li> <li>▪ fine arts vocabulary and patronage by Germans</li> <li>▪ specific German cuisine/menus</li> </ul>	<ul style="list-style-type: none"> <li>▪ introduction to subjunctive case using würden, wären, könnten, and hätten</li> <li>▪ unprecedented adjectives</li> </ul>	<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Independent Writing/Reading</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ be able to write short essays/journals on a variety of topics, generally related to the current thematic unit.</li> <li>▪ be able to read short stories from authentic or made-for-learners texts.</li> <li>▪ learn to be less dependent on dictionaries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ journals written for 6 out of 9 week grading period</li> <li>▪ stories read for 6 out of 9 week grading period, including:               <ul style="list-style-type: none"> <li>○ Gänsebraten by Johanns Rösler</li> <li>○ Deutsches Allerlei (short stories for intermediate students)</li> <li>○ Von Helden und Schelmen by Kurt Reiter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ grammar reflects current unit’s emphasis</li> </ul>	1.1 1.2 1.3 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Poetry</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"><li>▪ read poetry from Germany on a variety of topics, such as war, love, childhood, technology, etc.</li></ul>	<ul style="list-style-type: none"><li>▪ poems will range from 18<sup>th</sup> century through mid-20<sup>th</sup> century</li></ul>	N/A	4.2 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: GERMAN IV</b>	<b>GRADE: 12</b>
<b>UNIT: Holocaust Introduction</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify and relate to the German psyche in relation to the precipitating factors, accountability, individual/national responsibility, and moral imperatives concerning the Holocaust, the after-era, and current day Germany.</li> <li>▪ describe the American role in WWII, and correspondingly develop a greater appreciation for American history, sacrifices, and liberties.</li> <li>▪ recognize the need to be informed and active participants in their communities and states to ensure a secure future for themselves and their families.</li> <li>▪ discuss current world situation and areas of similar human degradation, abuse, and genocide.</li> <li>▪ view film “Escape from Sobibor” as springboard for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ individual responsibility and decision making, inclusive of German-American/Allied and Jewish experiences</li> <li>▪ German/American senses of self and national pride</li> <li>▪ exploration of German stereotypes and current role in world politics</li> </ul>	N/A	2.1 2.2 3.2 4.2 5.2

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH I  
GRADE 9-12

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** SPANISH I  
**Grade Level:** GRADE 9-12



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

SPANISH I introduces students to extensive Spanish culture by primarily providing the opportunity to develop communications skills using techniques of questions/answers, interactive pair/group work, listening activities, and games. Students will be actively involved in learning to express themselves in meaningful conversation; emphasis is also placed on developing the skills of reading and writing. To facilitate comprehension and linguistic awareness, materials such as CDs, videos, transparencies, pictures, the internet, and media are used. Cultural activities such as food days, group singing, holiday activities, projects, and field trips help the student to experience the language and culture.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Ven Conmigo Textbook, Workbook, and Media; Holt, Rinehart and Winston

#### ASSESSMENT:

- Verbal, written, and listening quizzes
- Written assignments
- Projects
- Homework
- Partner work

#### TECHNOLOGY USED:

- Video and CDs with text series
- Computers
- Internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Introductory</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify countries and their capitals.</li> <li>▪ identify famous people and cultural facts.</li> <li>▪ correctly punctuate and accent words, phrases, and sentences.</li> <li>▪ identify the letters of the Spanish alphabet and pronunciation of the letters.</li> <li>▪ identify and respond physically to phrases used daily in class.</li> <li>▪ count, identify, and use numbers 0-1 million.</li> <li>▪ identify study techniques.</li> <li>▪ identify and demonstrate an understanding of cognates in Spanish to the English language.</li> </ul>	<ul style="list-style-type: none"> <li>▪ countries and capitals               <ul style="list-style-type: none"> <li>○ famous people</li> <li>○ culture facts</li> </ul> </li> <li>▪ punctuation               <ul style="list-style-type: none"> <li>○ accents and tildes, etc.</li> <li>○ punctuation at start of sentences</li> </ul> </li> <li>▪ alphabet and pronunciation</li> <li>▪ everyday useful phrases for class (e.g., saquen los libros)</li> <li>▪ numbers 0-1 million</li> <li>▪ study techniques</li> <li>▪ cognates</li> </ul>		<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>3.1</li> <li>4.1</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Talking About Self and Others</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ greet and say goodbye.</li> <li>▪ identify titles in Spanish.</li> <li>▪ introduce themselves and others.</li> <li>▪ respond politely after someone has been introduced to them.</li> <li>▪ ask how someone is doing.</li> <li>▪ tell how they feel.</li> <li>▪ ask a person's age.</li> <li>▪ tell how old they are.</li> <li>▪ identify numbers of the age of other people.</li> <li>▪ ask where someone is from.</li> <li>▪ tell where they are from.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ greetings/goodbyes</li> <li>▪ titles (Sr., Sra., Srta., etc.)</li> <li>▪ introductions of self and others and responses</li> <li>▪ emotions vocabulary</li> <li>▪ numbers</li> <li>▪ places (e.g., Estados Unidos)</li> <li>▪ interrogative words</li> </ul>	<ul style="list-style-type: none"> <li>▪ subject pronouns (yo and tú)</li> <li>▪ verbs <ul style="list-style-type: none"> <li>○ llamarse</li> <li>○ estar</li> <li>○ tener</li> <li>○ ser</li> </ul> </li> <li>▪ formation of questions (include tag questions)</li> <li>▪ gustar (me and te)</li> <li>▪ definite articles (el, la)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Talking About Self and Others</b>	

Page 2

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <p>(Continued)</p> <ul style="list-style-type: none"> <li>▪ identify interrogative words that are a part of the questions they ask.</li> <li>▪ ask about someone’s likes and dislikes.</li> <li>▪ tell about their likes and dislikes.</li> <li>▪ identify simple sports, music, classes, and food.</li> </ul>	<ul style="list-style-type: none"> <li>▪ likes and dislikes               <ul style="list-style-type: none"> <li>○ sports</li> <li>○ music</li> <li>○ classes</li> <li>○ foods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ introduction of conjunctions (e.g., and, but, more, or)</li> </ul>	1.1 1.2 2.1 2.2 3.2 4.1 4.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Classroom/Bedroom/Needs and Wants</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ express what items they have, need, and want for class.</li> <li>▪ identify contents of a bedroom.</li> <li>▪ tell what items they have, want, or need in their bedroom.</li> <li>▪ identify various activities that they want or need to do.</li> <li>▪ show possession of an item.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ classroom objects</li> <li>▪ contents of a bedroom</li> <li>▪ infinitives                             <ul style="list-style-type: none"> <li>○ (ar, er, ir) verb “<u>ir</u>” and other irregulars</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ indefinite articles (all)</li> <li>▪ verbs                             <ul style="list-style-type: none"> <li>○ necesitar</li> <li>○ querer</li> <li>○ tener</li> </ul> </li> <li>▪ making nouns plural</li> <li>▪ subject pronouns (él, ella)</li> <li>▪ haber (hay)</li> <li>▪ possessive adjectives (my, your, his, her)</li> <li>▪ mucho, cuánto, plus agreement</li> <li>▪ querer/necesitar plus infinitive</li> <li>▪ saber (sé and no sé)</li> <li>▪ de – conjunction (del)                             <ul style="list-style-type: none"> <li>○ use instead of apostrophe’s</li> </ul> </li> </ul>	<p>1.1 1.2 1.3 4.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: School Subjects/Time/Describing Looks and Personalities</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ identify school subjects.</li> <li>▪ compare and contrast grading systems of Spanish speaking countries to those of the United States.</li> <li>▪ tell the order in which events happen.</li> <li>▪ ask for the time.</li> <li>▪ tell time.</li> <li>▪ ask for the time of an event.</li> <li>▪ tell the time of an event.</li> <li>▪ tell whether an event occurs in the morning, afternoon, or evening.</li> <li>▪ tell the days of the week for events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ school subjects</li> <li>▪ grading systems of Spanish speaking countries</li> <li>▪ sequencing events</li> <li>▪ time</li> <li>▪ time of events</li> <li>▪ am/pm</li> <li>▪ days of the week</li> <li>▪ months/calendar</li> </ul>	<ul style="list-style-type: none"> <li>▪ definite articles (los, las)</li> <li>▪ adverbs of time-hoy, mañana</li> <li>▪ chronological prepositions (primero, luego, después, etc.)</li> <li>▪ adjective placement</li> <li>▪ adjective agreement (tender and number)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: School Subjects/Time/Describing Looks and Personalities</b>	

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Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <p>(Continued)</p> <ul style="list-style-type: none"> <li>▪ tell today’s date and day.</li> <li>▪ tell that they are in a hurry</li> <li>▪ describe a person or thing.</li> <li>▪ explain why they like something.</li> <li>▪ ask today’s date and day.</li> <li>▪ ask when an event takes place.</li> </ul>	<ul style="list-style-type: none"> <li>▪ in a hurry vocabulary</li> <li>▪ adjectives                             <ul style="list-style-type: none"> <li>○ looks and personality</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ gustar (me and te)</li> <li>▪ porque</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: General Activities/Present Tense</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ tell what activities they want, need, or like to do in free time or at various times during the day.</li> <li>▪ tell how often they do various activities.</li> <li>▪ tell who they do activities with.</li> <li>▪ tell when they are going to do various activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ wants/needs/likes to do</li> <li>▪ infinitives – common activities                             <ul style="list-style-type: none"> <li>○ (ar, er, ir)</li> </ul> </li> <li>▪ places around town</li> <li>▪ how often you do things (ex: always, sometimes, never)</li> <li>▪ when you do things (morning, afternoon, evening, typically)</li> </ul>	<ul style="list-style-type: none"> <li>▪ necesitar</li> <li>▪ querer</li> <li>▪ hacer</li> <li>▪ subject pronouns (all)</li> <li>▪ present tense – regular verbs (ar, er, ir)</li> <li>▪ irregular verbs present tense (ir, jugar, etc.)</li> <li>▪ before and after (antes and después)</li> <li>▪ con and sin (with and without)</li> <li>▪ para</li> <li>▪ negation (double negative)</li> <li>▪ gustar (all and concentrate on a ____)</li> <li>▪ quién/quiénes</li> <li>▪ que</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Location/Seasons/Weather</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ ask and tell where people and places are located.</li> <li>▪ ask and describe the weather daily and in the seasons.</li> <li>▪ describe how geography influences weather in different Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ seasons</li> <li>▪ weather               <ul style="list-style-type: none"> <li>○ location from equator</li> <li>○ different hemisphere</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ estar</li> <li>▪ hacer</li> <li>▪ mucho</li> <li>▪ introduction of present progressive</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH I</b>	<b>GRADE: 9-12</b>
<b>UNIT: Family/Advice/Chores</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ identify animals that can be pets.</li> <li>▪ describe people (looks and personalities).</li> <li>▪ give advice on chores that need to be done.</li> <li>▪ say they need to do various chores.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ family members</li> <li>▪ animals-pets</li> <li>▪ adjectives                             <ul style="list-style-type: none"> <li>○ for looks and personality</li> <li>○ including eye color</li> </ul> </li> <li>▪ chores</li> </ul>	<ul style="list-style-type: none"> <li>▪ haber (hay)</li> <li>▪ vivir</li> <li>▪ possessive adjectives (all)</li> <li>▪ personal “a”</li> <li>▪ deber</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH II  
GRADE 9-12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** SPANISH II  
**Grade Level:** 9-12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

Spanish II continues to develop insight into the diversity of the Spanish language and culture. Students will work on improving conversation skills to obtain information, express feelings, and exchange opinions on a variety of topics while introducing new grammatical structures. Students are encouraged to use the language as much as possible to improve their proficiency. Additionally more emphasis is placed on reading, creative writing, and listening. Students are encouraged to use the language for personal enjoyment and continue to enjoy several lively aspects of the Spanish culture including foods, music, and field trips. Class activities include role-plays, conversations, group/pair activities, games and projects.

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Ven Conmigo Textbook, Workbook, and Media; Holt, Rinehart and Winston

### ASSESSMENT:

- Verbal, written, and or listening quizzes and tests
- Projects
- Homework
- Classwork
- Readings
- Written assignments

### TECHNOLOGY USED:

- CDs
- Videos
- Computer-Internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: : Phone/Invitations/Plans/Stores/Gifts</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ demonstrate an understanding of how to answer and talk on the phone.</li> <li>▪ be able to invite someone to places and events.</li> <li>▪ be able to accept and decline invitations.</li> <li>▪ be able to talk about plans they are making.</li> <li>▪ be able to tell locations of stores and gifts they plan to buy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ numbers-review 0 to 1 million</li> <li>▪ phone vocabulary</li> <li>▪ invitation vocabulary</li> <li>▪ places and events vocabulary</li> <li>▪ accepting and declining invitations vocabulary</li> <li>▪ making plans vocabulary</li> <li>▪ gift suggestions</li> <li>▪ stores</li> <li>▪ prepositions</li> </ul>	<ul style="list-style-type: none"> <li>▪ gustaría</li> <li>▪ present tense</li> <li>▪ stem-changing verbs-present tense</li> <li>▪ ir + a + inf</li> <li>▪ pensar + inf</li> <li>▪ future tense</li> <li>▪ tener expressions</li> <li>▪ regular and dar</li> <li>▪ buscar and encontrar</li> <li>▪ indirect object pronouns</li> <li>▪ estar and quedar</li> <li>▪ direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Foods/Ordering/Paying the Bill</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ identify foods and utensils used to eat.</li> <li>▪ express food preferences.</li> <li>▪ comment on foods, and/or describe them.</li> <li>▪ make polite requests.</li> <li>▪ order in a restaurant.</li> <li>▪ ask for and pay the bill in a restaurant.</li> <li>▪ identify the currencies in Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ foods vocabulary (breakfast, lunch, dinner, dessert, snacks)</li> <li>▪ likes, dislikes and preferences</li> <li>▪ adjectives for describing and commenting on foods</li> <li>▪ utensils for meals</li> <li>▪ ordering in a restaurant</li> <li>▪ numbers review</li> <li>▪ currencies in Spanish speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>▪ desayunar, almorzar, cenar, tomar</li> <li>▪ gustar, encantar, chocar, etc.</li> <li>▪ ser and estar with foods</li> <li>▪ otro</li> <li>▪ traer, pedir, desear, incluir, poder, quisiera</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Clothing/Comparisons/Shopping</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a Spanish speaking country.</li> <li>▪ identify clothing items and describe them.</li> <li>▪ state their preferences on clothing and compare clothing items.</li> <li>▪ pay the bill when shopping.</li> <li>▪ make comments on pricing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ country/countries of choice</li> <li>▪ clothing vocabulary                             <ul style="list-style-type: none"> <li>○ color</li> <li>○ size</li> <li>○ material</li> </ul> </li> <li>▪ expressions on pricing (ex: bargain, sale, rip-off)</li> </ul>	<ul style="list-style-type: none"> <li>▪ llevar and usar and vestirse</li> <li>▪ es/son + de + material/pattern</li> <li>▪ quedar (fit)</li> <li>▪ preferir</li> <li>▪ gustar, etc.</li> <li>▪ demonstrative adjectives</li> <li>▪ más + que, menos + que, tan + como</li> <li>▪ costar</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Holidays/Present and Progressive/Planning for Parties/Informal Commands</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ identify and describe holidays and special occasions.</li> <li>▪ describe what they are doing right now.</li> <li>▪ identify things that they do to prepare for a party.</li> <li>▪ ask for help.</li> <li>▪ agree or refuse to help.</li> <li>▪ tell someone what to do and what not to do.</li> <li>▪ ask for and give an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ holidays and special occasions (ex: Quinceañera)</li> <li>▪ party vocabulary</li> <li>▪ help vocabulary</li> <li>▪ agreeing and refusing to help vocabulary</li> <li>▪ opinion vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ present progressive</li> <li>▪ hacer el favor de, ayudar, traer, pasar</li> <li>▪ informal do and don't commands</li> <li>▪ ¿crees que...?</li> <li>▪ ¿Qué te parece si...?</li> <li>▪ ¿Qué te parece?</li> <li>▪ ¿Te parece que...?</li> <li>▪ ¿En tu opinion?</li> <li>▪ possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Preterite/Sports/Feelings/Body Parts/Injuries</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ identify words that indicate the need for the preterite tense.</li> <li>▪ say where they went, when and what they did in the past.</li> <li>▪ identify sports.</li> <li>▪ describe their feelings.</li> <li>▪ identify body parts.</li> <li>▪ describe injuries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ sport vocabulary                             <ul style="list-style-type: none"> <li>○ sports</li> <li>○ arenas</li> <li>○ score</li> <li>○ winning and losing</li> <li>○ tie</li> </ul> </li> <li>▪ getting in shape vocabulary</li> <li>▪ adjectives describing feelings</li> <li>▪ body parts vocabulary</li> <li>▪ injuries vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ preterite tense                             <ul style="list-style-type: none"> <li>○ ar, er, ir verbs-regular</li> </ul> </li> <li>▪ direct object pronouns</li> <li>▪ irregular verbs in the preterite tense                             <ul style="list-style-type: none"> <li>○ ir, jugar, hacer, tener</li> <li>○ estar, sentirse, tener</li> <li>○ doler, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.2</li> <li>2.3</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Vacation/Plans/Activities/Weather</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ identify things they need to take on a vacation.</li> <li>▪ describe weather.</li> <li>▪ identify activities that they do on vacation.</li> <li>▪ identify popular non-Spanish speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ vacation vocabulary                             <ul style="list-style-type: none"> <li>○ packing, summer vs. winter, pictures, tickets</li> <li>○ weather vocabulary</li> <li>○ activities related to vacation</li> </ul> </li> <li>▪ popular non-Spanish speaking countries and/or cities vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>▪ gustaría</li> <li>▪ tener ganas de</li> <li>▪ ir + a + ing                             <ul style="list-style-type: none"> <li>○ pensar</li> <li>○ future</li> </ul> </li> <li>▪ verbs and infinitives</li> <li>▪ ningun lugar</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Home/Chores</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ describe their daily routine and what they use to get ready.</li> <li>▪ identify rooms and items in a house.</li> <li>▪ describe people’s responsibilities and chores.</li> <li>▪ complain.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ reflexives vocabulary</li> <li>▪ objectives used in daily routine</li> <li>▪ frequency words (always, sometimes, etc.)</li> <li>▪ house vocabulary (rooms, items in a house)</li> <li>▪ chores</li> <li>▪ responsibilities</li> <li>▪ complaints</li> </ul>	<ul style="list-style-type: none"> <li>▪ reflexives – regular + irregular</li> <li>▪ adverbs</li> <li>▪ direct object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>4.1</li> <li>4.2</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH II</b>	<b>GRADE: 9-12</b>
<b>UNIT: Advice/School Life/Technology/Personality/Comparisons</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ give advice on what to do and what not to do in order to do well in school.</li> <li>▪ describe people’s personalities and compare their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ advice</li> <li>▪ school life vocabulary</li> <li>▪ technology vocabulary and internet vocabulary</li> <li>▪ descriptions of personality</li> <li>▪ comparisons                             <ul style="list-style-type: none"> <li>○ older and younger</li> <li>○ better and worse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ deber – debes, deberías, hay que, es importante, no hay que</li> <li>▪ ser vs and estar</li> <li>▪ conocer and. saber</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH III  
GRADE 9-12

# WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** SPANISH III  
**Grade Level** 9-12



## ACADEMIC STANDARDS

### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

### COURSE DESCRIPTION:

Spanish III engages students in more advanced language communication involving interpreting written and spoken language on a variety of topics. Students continue to write creatively applying grammatical structures of more complexity. Students continue to participate in listening, group/pair activities, games, projects, holidays, and short story readings and writings. Students are encouraged to use the language for personal enjoyment and enrichment. Students will also have the opportunity to participate in field trips related to the Spanish language and culture.

### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Ven Conmigo Textbook, Workbook, and Media; Holt, Rinehart and Winston

### ASSESSMENT:

- Verbal, written and/or listening quizzes and tests
- Projects
- Homework
- Classwork
- Short stories and other readings
- Written assignments

### TECHNOLOGY USED:

- CDs
- Videos
- Computer-Internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Nationalities/Descriptions/Likes -Review</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of given topic.</li> <li>▪ identify the Spanish speaking countries, their capitals, locations, and nationalities of people that live there.</li> <li>▪ introduce themselves and others.</li> <li>▪ describe themselves and others, (looks and personalities).</li> <li>▪ identify facts about the Euro.</li> <li>▪ tell what they and others do, ( using the present tense).</li> <li>▪ tell what they and others are going to do.</li> <li>▪ describe likes and dislikes about various topics.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ countries/capitals/ locations/ nationalities</li> <li>▪ adjectives on looks and personality</li> <li>▪ Euro</li> <li>▪ activities – verbs – infinitives</li> <li>▪ review of various topics                             <ul style="list-style-type: none"> <li>○ colors</li> <li>○ foods</li> <li>○ family members</li> <li>○ places</li> <li>○ classes</li> <li>○ sports</li> <li>○ time</li> <li>○ calendar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ adjective agreement</li> <li>▪ present tense</li> <li>▪ regular and irregular verbs</li> <li>▪ ir + a + inf</li> <li>▪ future tense</li> <li>▪ gustar, encantar, etc.</li> </ul>	<p>1.1 1.2 1.3 2.2 3.1 4.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Emotions/Suggestions/Geographical Description</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of given topic.</li> <li>▪ describe their feelings.</li> <li>▪ ask for help.</li> <li>▪ give suggestions.</li> <li>▪ offer help.</li> <li>▪ identify the geographical features of a location.</li> <li>▪ identify the weather of a region.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ emotions</li> <li>▪ help vocabulary</li> <li>▪ suggestion vocabulary</li> <li>▪ geographical features vocabulary</li> <li>▪ weather vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ estar and sentirse</li> <li>▪ preterite tense (regulars and several irregulars)</li> </ul>	<p>1.1 1.2 1.3 3.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Sports/Fitness/Health/Explanation/Injury</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of given topic.</li> <li>▪ talk about staying fit and healthy.</li> <li>▪ tell someone what to do and what not to do to be fit and healthy.</li> <li>▪ give explanations.</li> <li>▪ identify an injury.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ sport and exercise vocabulary</li> <li>▪ health vocabulary</li> <li>▪ body part vocabulary</li> <li>▪ injury vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ estar en plena forma</li> <li>▪ ponerse en forma</li> <li>▪ informal commands – do’s and don’ts</li> <li>▪ reflexives – non routine</li> </ul>	<p>1.1 1.2 1.3 3.1 4.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: City/Restaurant</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts about a given topic.</li> <li>▪ identify sights within a city.</li> <li>▪ ask for and give information politely.</li> <li>▪ relate a series of events.</li> <li>▪ identify means of transportation.</li> <li>▪ identify careers.</li> <li>▪ order food and pay the bill in a restaurant.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ city vocabulary</li> <li>▪ polite vocabulary (excuse me, etc.)</li> <li>▪ series of events vocabulary</li> <li>▪ transportation vocabulary</li> <li>▪ career vocabulary</li> <li>▪ restaurant/ordering vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ saber and conocer</li> <li>▪ pedir, sevir, traer</li> </ul>	<p>1.1 1.2 2.1 4.1 4.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Childhood/Comparisons –Comparing Yesterday and Today</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ describe likes and dislikes as a child.</li> <li>▪ describe what they did as a child.</li> <li>▪ compare two items.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ childhood activities</li> <li>▪ likes and dislikes vocabulary</li> <li>▪ adjectives</li> <li>▪ vocabulary differences of cities and life in the past and present</li> <li>▪ idioms related to comparisons</li> <li>▪ hobby vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ imperfect</li> <li>▪ irregular imperfect verbs</li> <li>▪ haber</li> <li>▪ comparisons of equality</li> <li>▪ hace que</li> </ul>	<p>1.1 1.2 1.3 4.1 4.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Entertainment/Errands</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ describe a past event.</li> <li>▪ explain what errands they have done.</li> <li>▪ give an excuse as to why he/she did not do something.</li> <li>▪ report what someone said at an event.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ animals</li> <li>▪ amusement park</li> <li>▪ movies</li> <li>▪ errand vocabulary</li> <li>▪ excuses for why you couldn't do something</li> <li>▪ carnival/festival vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ ísimo/a</li> <li>▪ superlatives</li> <li>▪ decir (preterite)</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>2.1</li> <li>4.1</li> <li>5.1</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Directions/Market</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ ask for and give directions.</li> <li>▪ ask for help in a store.</li> <li>▪ describe how clothes fit.</li> <li>▪ bargain in a market.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ directional vocabulary</li> <li>▪ city vocabulary (roadway)</li> <li>▪ store vocabulary</li> <li>▪ clothing vocabulary (style/fit)</li> <li>▪ bargaining vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ formal commands (singular and plural)</li> </ul>	<p>1.1 1.2 1.3 2.1 2.2 3.2 4.1 4.2 5.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH III</b>	<b>GRADE: 9-12</b>
<b>UNIT: Story Telling/What has Happened</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ set the scene for a story.</li> <li>▪ tell a story.</li> <li>▪ end a story.</li> <li>▪ tell about latest news.</li> <li>▪ react to news.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ weather vocabulary</li> <li>▪ story starters</li> <li>▪ fantasy vocabulary (science fiction/fairy tales)</li> <li>▪ continuing and ending a story vocabulary</li> <li>▪ gossip vocabulary</li> <li>▪ agreement/disagreement vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ imperfect tense versus preterite tense</li> <li>▪ several irregulars in preterite tense</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>3.2</li> <li>4.1</li> <li>5.1</li> <li>5.2</li> </ul>

WEST ALLEGHENY SCHOOL DISTRICT  
WORLD LANGUAGE CURRICULUM

SPANISH IV  
GRADE 10-12

## WEST ALLEGHENY SCHOOL DISTRICT

**Subject:** SPANISH IV  
**Grade Level:** 10-11-12



### ACADEMIC STANDARDS

#### ACADEMIC STANDARDS

National Foreign Language Standards				
1.1	2.1	3.1	4.1	5.1
1.2	2.2	3.2	4.2	5.2
1.3				

#### COURSE DESCRIPTION:

Spanish IV students are expected to have a comprehensive knowledge of the language concepts developed at the beginning and intermediate levels of Spanish. The final study of the advanced grammatical concepts and summation of concepts presented in previous years is learned by intensive oral use of language as well as the use of reading and writing of higher interest subjects, contemporary issues, and selected works of Spanish literature. Opportunities are provided for the student to be creative with the language and to enjoy it as it is used both within the classroom and beyond the traditional setting. Additionally, students will participate in journal writing and have the opportunity to enjoy projects, holiday activities, field trips, food days, and games.

#### BASIC TEXT/PUBLISHER AND INSTRUCTIONAL RESOURCES:

- Ven Conmigo Textbook, Workbook, and Media; Holt, Rinehart and Winston

#### ASSESSMENT:

- Verbal, written, and listening quizzes
- Written assignments
- Projects
- Homework
- Paperwork
- Journals and short stories

#### TECHNOLOGY USED:

- CDs and videos with text series
- Computer
- Internet

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Talking About Past and Present Events/Describe Places and People/Letter Format</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ write a letter giving latest news.</li> <li>▪ tell where they went.</li> <li>▪ tell what they did in the past.</li> <li>▪ tell when something happened.</li> <li>▪ express how they feel about a person or thing.</li> <li>▪ describe a person or place.</li> <li>▪ tell when they are going to do something.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ letter vocabulary</li> <li>▪ activity vocabulary (vacation, sport, summer, etc.)</li> <li>▪ timing event vocabulary</li> <li>▪ likes and dislikes vocabulary</li> <li>▪ adjectives</li> <li>▪ geography vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ preterite</li> <li>▪ caer</li> <li>▪ imperfect</li> <li>▪ subjunctive introduction with cuando</li> <li>▪ present review</li> <li>▪ stem changes</li> <li>▪ saber versus conocer</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>3.1</li> <li>3.2</li> <li>4.1</li> <li>5.1</li> <li>5.2</li> </ul>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Talking About Health/Asking for and Giving Advice</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"><li>▪ identify facts of a given topic.</li><li>▪ ask for and give advice.</li><li>▪ talk about taking care of yourself.</li></ul>	<ul style="list-style-type: none"><li>▪ topic of choice</li><li>▪ stress vocabulary</li><li>▪ health vocabulary</li></ul>	<ul style="list-style-type: none"><li>▪ informal commands</li><li>▪ o → u</li><li>▪ y → e</li><li>▪ reflexive verbs</li></ul>	1.1 1.2 3.1

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Past verses Present in the City/Dealing With Problems/Future</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ talk about what has happened and how things have changed.</li> <li>▪ describe a problem and the consequences.</li> <li>▪ support a point of view.</li> <li>▪ express obligations and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ pollution vocabulary</li> <li>▪ city vocabulary</li> <li>▪ work vocabulary</li> <li>▪ opinion vocabulary</li> <li>▪ fillers</li> <li>▪ responsibility vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ negative sentences</li> <li>▪ si phrases</li> <li>▪ interrogatives</li> <li>▪ future simple and regular</li> <li>▪ present progressive</li> </ul>	<p>1.1 1.2 1.3 4.1</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Restaurant Scene/Ask for Favors and Give Excuses</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
The students will: <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ explain how food tastes.</li> <li>▪ explain events that happen in a restaurant.</li> <li>▪ give excuses.</li> <li>▪ ask for help or request a favor.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ food vocabulary</li> <li>▪ flavor vocabulary</li> <li>▪ restaurant vocabulary</li> <li>▪ excuse vocabulary</li> <li>▪ place vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>▪ unintentional events with se</li> <li>▪ por/ para</li> <li>▪ double object pronoun</li> </ul>	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2 5.1 5.2

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Expressing Agreement and Disagreement to Others Thoughts and Beliefs/Hopes and Wishes</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ express agreement or disagreement to what someone has expressed.</li> <li>▪ report what others say and think.</li> <li>▪ talk about hopes and wishes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of interest</li> <li>▪ agreement/disagreement vocabulary</li> <li>▪ reporting vocabulary</li> <li>▪ hopes/expressions</li> <li>▪ situational vocabulary (story)</li> </ul>	<ul style="list-style-type: none"> <li>▪ impersonal se</li> <li>▪ subjunctive (present) with hope/desire</li> <li>▪ ojalá que</li> <li>▪ irregular subjunctive with ser, dar, estar, and ir</li> </ul>	<p>1.1 1.2 2.1 2.2 4.1 5.2</p>

**WEST ALLEGHENY SCHOOL DISTRICT**

STUDENT OUTCOME STATEMENTS – INDICATOR OF ACHIEVEMENT

<b>SUBJECT: SPANISH IV</b>	<b>GRADE: 10-11-12 (Mainly 12)</b>
<b>UNIT : Entertainment/Errands</b>	

Student Outcomes	Topics/Vocabulary	Grammatical Concepts	Standards
<p>The students will:</p> <ul style="list-style-type: none"> <li>▪ identify facts of a given topic.</li> <li>▪ introduce or change a topic of conversation.</li> <li>▪ talk about entertainment.</li> <li>▪ express what needs to be done.</li> <li>▪ ask and express opinion.</li> <li>▪ make suggestions/recommendations.</li> <li>▪ turn down an invitation to an event.</li> </ul>	<ul style="list-style-type: none"> <li>▪ topic of choice</li> <li>▪ phrases for introducing a topic</li> <li>▪ entertainment/artistic vocabulary</li> <li>▪ careers in art</li> <li>▪ adjectives</li> </ul>	<ul style="list-style-type: none"> <li>▪ masculine and feminine changes</li> <li>▪ subjunctive with needs/recommendations</li> <li>▪ comparisons</li> <li>▪ nosotros commands and irregulars</li> </ul>	<ul style="list-style-type: none"> <li>1.1</li> <li>1.2</li> <li>1.3</li> <li>2.1</li> <li>2.2</li> <li>3.1</li> <li>4.1</li> <li>4.2</li> <li>5.2</li> </ul>