

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE 10

### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• Greetings and Farewells</li> <li>• Introduction of oneself, family and friends</li> <li>• The Spanish Phonetic System (<i>Spanish Alphabet</i>)</li> <li>• Hispanic Countries, Nationalities</li> <li>- Review present tense of the verb <b>SER</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Use formal and informal greetings with peers, relatives, adults and strangers</li> <li>2. Express feelings and emotions with the verb <b>ESTAR</b></li> <li>3. Introduce oneself and others using present tense of <b>SER</b>, <b>LLAMARSE</b> and other expressions such as <i>Te presento mi ... mamá, abuelo, amigo/a, etc.</i></li> <li>4. Respond to introductions appropriately; <i>encantado/a, es un placer</i></li> <li>5. Apply the Spanish Phonetic system to Spell and pronounce words in Spanish</li> <li>6. Identify and locate Spanish-speaking countries around the world</li> </ol>	P. 22	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral Exercises</li> <li>• Dictations</li> <li>• Dialogue Completion</li> <li>• Open-ended questions</li> </ul>

		7. Exchange information about origin and nationality			
3 & 4	<p><b>Back to Basics</b></p> <ul style="list-style-type: none"> <li>• <b>The Family</b> -family members and domestic animals/pets</li> <li>• <b>Physical descriptions and Personalities</b></li> <li>• <b>Ages</b></li> </ul>	<p>- <i>Review Nuclear and Extended Family members, Domestic animals and numbers 0 – 100</i></p> <ol style="list-style-type: none"> <li>1. Describe family relationships using possessive pronouns and preposition 'de'</li> <li>2. Use comparatives and superlatives to describe physical features (eyes, hair, height, weight) and personalities of family members</li> <li>3. Use the present tense of <b>TENER</b> to state one's age and age of others</li> </ol>	P. 22	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral Exercises</li> <li>• Create and design a family scrapbook in the target language</li> <li>• Writing paragraphs</li> </ul>
5 & 6	<ul style="list-style-type: none"> <li>• <b>School Life</b></li> <li>- <i>Review colours, school supplies</i></li> <li>- modes of transportation</li> <li>- school supplies</li> <li>- school subjects</li> <li>- school facilities &amp; faculty</li> </ul>	<ol style="list-style-type: none"> <li>1. Express how one travels to and from school</li> <li>2. State which supplies one needs for each subject and quantity</li> <li>3. Express agreement / disagreement about school subjects</li> <li>4. Describe school facilities and faculty at school</li> </ol>	P. 24	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral presentations</li> <li>• Reading Comprehension Exercises</li> <li>• Guided compositions</li> <li>• Open-ended questions</li> </ul>
6, 7 & 8	<ul style="list-style-type: none"> <li>• <b>School Routine</b></li> <li>- <i>Review numbers, days and months of the year</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Exchange information about one's time table using time expressions and frequency adverbs</li> </ol>	P. 24	3 weeks	<ul style="list-style-type: none"> <li>• Oral Presentations</li> <li>• Listening Exercises</li> <li>• Reading Comprehension</li> <li>• Guided Writing</li> </ul>

	<ul style="list-style-type: none"> <li>- telling time</li> <li>- school schedule</li> <li>- school clubs</li> <li>- extra curricula activities</li> </ul>	<ol style="list-style-type: none"> <li>2. Describe clubs and extracurricular activities one is engaged in at school using the <b>present tense of regular and irregular verbs</b></li> <li>3. Give opinion about one's school and various activities</li> <li>4. Compare school schedules of Latin American countries and The Bahamas</li> </ol>			<ul style="list-style-type: none"> <li>• Create a schedule of one's activities</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>• <b>Daily Routine</b></li> <li>- <i>Reflexive verbs</i></li> <li>- <i>review time, adverbs of time, transition words, re-introduce present, preterite and simple future)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Describe one's regular routine</li> <li>2. Express past and future actions based on one's daily routine</li> <li>3. Explain preparations one makes for school/church/party</li> </ol>		2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Reading Comprehension Exercises</li> <li>• Oral presentation/ Create a Rap about one's daily routine</li> <li>• Writing Paragraphs</li> </ul>
11	<ul style="list-style-type: none"> <li>• <b>Food and Mealtimes</b></li> <li>- <i>Review basic foods</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Express mealtimes and what one eats during specific meals</li> <li>2. State foods one likes and dislikes</li> <li>3. Explain food Preferences</li> </ol>	P. 49	1 week	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Reading Comprehension Exercises</li> <li>• Oral Presentations</li> <li>• Role plays</li> </ul>
12	<b>Revision and End of Term Assessment</b>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE 10

#### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li><b>Food and Mealtimes</b></li> <li>- <i>Ordering/selecting food from menu/list</i></li> </ul>	<ol style="list-style-type: none"> <li>Identify places where food and drinks are served</li> <li>Order and pay for food/meal using Spanish</li> <li>Express enjoyment and displeasure regarding quality of food</li> <li>Describe past and future actions and events</li> </ol>	P. 49	2 weeks	<ul style="list-style-type: none"> <li>Listening exercises</li> <li>Reading comprehension exercises</li> <li>Guided compositions</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li><b>House and Home</b></li> </ul> <p><i>(types of homes, parts of the house, furniture and appliances, prepositional phrases)</i></p>	<ol style="list-style-type: none"> <li>Discuss various types of homes and types of material they are constructed with.</li> <li>Describe the different parts of the house</li> <li>Identify where different objects/furniture are located in the house using the verb <i>Estar</i> + prepositions</li> <li>Describe and state the material of which items and furniture are made</li> </ol>	P. 25	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> <li>Open-ended questions</li> <li>Reading comprehension exercises</li> </ul>
5 & 6	<ul style="list-style-type: none"> <li><b>Household Chores</b></li> </ul>	<ol style="list-style-type: none"> <li>Discuss what chores one does using the present and simple future tenses of regular verbs.</li> </ol>	p. 26	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> </ul>

	<i>(Present and simple future tense)</i>	2. Construct sentences giving examples of chores one does using given vocabulary			<ul style="list-style-type: none"> <li>• Reading Comprehension Exercises</li> <li>• Role play/ Dialogue</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• <b>Household Chores</b></li> </ul> <i>(Introduction of the Preterite Tense of regular verbs)</i>	<ol style="list-style-type: none"> <li>1. Discuss what chores one did using the preterite tense of regular verbs.</li> <li>2. Talk about chores others did using the preterite tense.</li> <li>3. Construct sentences giving examples of chores using given vocabulary</li> </ol>	P. 26	2 weeks	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Reading Comprehension Exercises</li> <li>• Guided compositions</li> <li>• Open-ended questions</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>• <b>Pastimes and Leisure Activities</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Name various activities and sports in Spanish.</li> <li>2. Express likes, dislikes and preferences, using the verbs <i>gustar, preferir, jugar, practicar</i> and other sport related verbs.</li> <li>3. Discuss and compare types of movies, TV programmes and genres of music.</li> </ol>	P. 27	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Open-ended questions</li> <li>• Oral presentation</li> <li>• Guided Writing</li> </ul>
11 & 12	<b>Revision and End of Term Assessment</b>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE 10

### SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<ul style="list-style-type: none"> <li><b>Plans for the Weekend</b></li> </ul> <p><i>(Use present, simple future and preterite tenses)</i></p>	<ol style="list-style-type: none"> <li>Identify places people like to go.</li> <li>State when and how often they go there, using adverbs of frequency.</li> <li>Accept and refuse invitations to go places.</li> <li>Comprehend recordings, passages pertaining to weekend plans and activities.</li> </ol>	P.27	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> <li>Reading Comprehension Exercises</li> <li>Oral presentations</li> <li>Guided compositions</li> </ul>
3 & 4	<ul style="list-style-type: none"> <li><b>Seasons and Weather</b></li> </ul> <p><i>(Present and Preterite tense: estar, hacer and haber; review weather and seasons)</i></p>	<ol style="list-style-type: none"> <li>Distinguish seasons of the year and weather conditions.</li> <li>Describe weather conditions, using present and preterite tenses.</li> <li>Compare and contrast weather conditions in The Bahamas and Hispanic countries.</li> <li>Discuss natural disasters, such as hurricanes and emergency situations (preparations and evacuations).</li> </ol>	P. 28	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> <li>Reading Comprehension Exercises</li> <li>Oral presentations</li> <li>Guided compositions</li> </ul>

5 & 6	<ul style="list-style-type: none"> <li>• <b>My Island Home</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Talk about one's country indicating physical location and features, describing its attributes.</li> <li>2. Identify and discuss places of interest.</li> <li>3. Compare and contrast geographical surroundings of Hispanic countries and The Bahamas; use <i>está situado</i>, <i>hay</i>, places around town, directions (points on a compass) and linking words.</li> <li>4. Construct sentences in Spanish giving information about one's home country and countries abroad.</li> </ol>	P. 29	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentations</li> <li>• Guided compositions</li> <li>• Open-ended questions</li> </ul>
7	<b>Revision and End of Year Assessment</b>			1 week	

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE II

### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><b>Back to Basics</b></p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Personal Information</li> </ul> <p><i>Review verb tener, numbers, months of the year</i></p> <ul style="list-style-type: none"> <li>• Countries and Nationalities</li> </ul>	<ol style="list-style-type: none"> <li>1. Exchange greetings</li> <li>2. Make introductions</li> <li>3. Ask and Respond to questions about personal information (name, origin, age, birthday)</li> <li>4. Locate regions and capital cities of Hispanic countries</li> <li>5. Give nationality of persons from Hispanic countries</li> <li>6. State nationalities of countries around the world</li> </ol>	P. 32	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Open-ended questions</li> <li>• Reading comprehension exercises</li> <li>• Oral Presentations</li> <li>• Dialogue completion</li> </ul>
3	<p><b>Back to Basics</b></p> <ul style="list-style-type: none"> <li>• Family</li> </ul> <p><i>Review comparatives and superlatives, present tense</i></p>	<ol style="list-style-type: none"> <li>1. Express feelings and emotions</li> <li>2. Give personal data of family members (name, age, birthdays, origin, address)</li> <li>3. Use comparatives and superlatives to describe physical features (eyes, hair, height, weight) and personalities of family members</li> <li>4. Discuss family problems and relationships</li> </ol>	P.22, 32	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Conduct Interviews</li> <li>• Reading comprehension exercises</li> <li>• Open-ended questions</li> <li>• Composition Writing</li> </ul>



4	<b>Back to Basics</b> <ul style="list-style-type: none"> <li>• <b>School Life</b></li> </ul>	<ul style="list-style-type: none"> <li>- Review school supplies, colours, numbers, schedules</li> <li>1. Give commands to classmates</li> <li>2. Give opinion about wearing school uniform</li> </ul>	P. 36	1 week	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Reading comprehension exercises</li> </ul>
5	<ul style="list-style-type: none"> <li>• <b>Occupations</b></li> <li>- Present and Future Tense</li> </ul>	<ol style="list-style-type: none"> <li>1. Name various professions</li> <li>2. State professions of one's family members</li> <li>3. Express which profession one would like to pursue in the future (<i>future and conditional tense</i>)</li> <li>4. Explain why one wants to pursue that profession</li> </ol>	P.38	1 week	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Open-ended questions</li> <li>• Reading comprehension exercises</li> </ul>
6	<ul style="list-style-type: none"> <li>• <b>Home Life</b></li> <li>- <b>Household Chores</b> (<i>Present and Preterite tenses</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Review Types of homes, parts of the house</li> <li>1. Discuss what one does to help at home</li> <li>2. State chores one did last weekend</li> <li>3. Give classmates chores to do (<i>Use affirmative commands</i>)</li> <li>4. Explain chores that one has to do (<i>Tener + que</i>)</li> </ul>	P. 26	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentations</li> <li>• Reading comprehension exercises</li> <li>• Write a list of chores using the command form</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• <b>Daily Routines</b> (<i>Preterite Tense</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Review time and time expressions</li> <li>1. Explain one's daily routine</li> <li>2. Discuss one's routine for the past week</li> <li>3. Ask and Respond to questions about what one did to prepare for school</li> <li>4. Use Preterite tense of Reflexive verbs</li> </ul>	P. 34	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Open-ended questions</li> <li>• Reading comprehension exercises</li> <li>• Writing Paragraphs</li> </ul>

9 & 10	<ul style="list-style-type: none"> <li>• <b>Hobbies and Pastimes</b></li> <li>- <b>Sports and Sporting Equipment</b></li> <li>- <i>Present, Past, Future</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify various sports and equipment needed for each</li> <li>2. Express likes and dislikes</li> <li>3. Use the preterite tense of the verbs <b>JUGAR, PRACTICAR, HACER</b> to talk about sports one played in the past</li> <li>4. Discuss various hobbies and leisure time activities</li> <li>5. State one's favourite sport/ activity</li> <li>6. Describe which activities one plans to participate in in the near future (<b>IR + a</b>)</li> <li>7. Identify famous Hispanic sports men/ women</li> <li>8. Discuss popular activities of teenagers in Hispanic countries</li> </ol>	P. 33	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral presentation</li> <li>• Interview</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing</li> </ul>
11 & 12	<ul style="list-style-type: none"> <li>• <b>Seasons and Weather</b></li> <li>- <i>Present and Preterite tense</i></li> <li>- <b>Emergency situations</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Identify the weather conditions that occur in each season</li> <li>2. Use the verbs <b>HACER, HABER, ESTAR</b> to express the present weather conditions and the weather over the past month/season</li> <li>3. Discuss Natural Disasters</li> <li>4. Express what one needs to do to prepare for a Natural Disaster</li> </ol>	P. 28	1 week	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Reading comprehension exercises</li> <li>• Create a weather forecast</li> <li>• Composition Writing</li> </ul>
13	<b>Revision and End of Term Assessment</b>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE II

### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<b>Clothing and Weather</b> <i>- Review seasons and weather</i> <i>- clothing (fit, comparisons, descriptions)</i>	<ol style="list-style-type: none"> <li>1. Discuss what clothing people wear during different weather conditions.</li> <li>2. Identify various material and patterns of clothing</li> <li>3. Describe how clothing fits</li> <li>4. Construct questions about clothing</li> </ol>	P. 37	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Role play dialogues</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing</li> </ul>
3	<b>Stores and Clothes Shopping</b> <i>-Types of payment</i> <i>- ¿Cuánto cuesta(n)?</i>	<ol style="list-style-type: none"> <li>1. Identify different types of shops.</li> <li>2. Discuss what one buys at the different shops.</li> <li>3. Explain the different types of payment, currency</li> </ol>	P. 37, 48	1 week	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Role play dialogues</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing</li> </ul>
4, 5 & 6	<b>Food</b> <i>- Shopping at the market</i> <i>- Units of measurement</i> <i>- Types of restaurants</i> <i>- Mealtimes</i> <i>- The menu</i> <i>- Cultural / Traditional meals</i>	<ol style="list-style-type: none"> <li>1. Identify fruits, vegetables, food and drinks</li> <li>2. Describe the kinds of products sold in a market (mercado al aire libre/ supermercado)</li> <li>3. Use <i>quiero, quería</i> to state quantity one wishes to purchase</li> </ol>	P. 49	3 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Role play dialogues</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing (using adverbs of time, luego, después,</li> </ul>

	- use stem changing verbs: <i>pedir, servir</i>	<ol style="list-style-type: none"> <li>Identify various types of restaurants and order meal</li> <li>Follow a recipe in Spanish</li> <li>Compare and contrast farming practices in Hispanic countries with farming in The Bahamas</li> </ol>			<p>entonces, finalmente)</p> <ul style="list-style-type: none"> <li>Create a menu/ meal plan in Spanish</li> </ul>
7 & 8	<p><b>Health and Fitness</b></p> <p>- At the Doc's office, - At the pharmacy - Sporting (healthy) role models</p>	<ol style="list-style-type: none"> <li>Identify body parts, internal organs</li> <li>Explain aches and pains to medical personnel</li> <li>Use the present, preterite and imperfect tense of <i>doler, tener, ser, jugar, practicar, desmayarse, marearse</i></li> <li>Comprehend and use the infinitive and the imperative to give affirmative and negative commands</li> <li>Give diagnosis and advice, indicate dosage</li> </ol>	P. 35	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> <li>Role play dialogues/ Dramatization</li> <li>Reading comprehension exercises</li> <li>Composition Writing</li> </ul>
9 & 10	<p><b>Wellbeing</b></p> <p>- Healthy lifestyle</p>	<ol style="list-style-type: none"> <li>Talk about health related situations and problems in Spanish</li> <li>Discuss ailments, illness, accidents and ways of prevention.</li> <li>Explore healthy lifestyle choices</li> <li>Compare and contrast natural remedies used in Hispanic countries and The Bahamas</li> </ol>	P. 35, 46	2 weeks	<ul style="list-style-type: none"> <li>Listening Exercises</li> <li>Role play dialogues</li> <li>Reading comprehension exercises</li> <li>Composition Writing</li> <li>Create a poster, OR fitness/exercise programme</li> </ul>
11 & 12	<b>Revision and End of Term Assessment</b>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE II

#### SUMMER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p style="text-align: center;"><b>My Island Home</b></p> <ul style="list-style-type: none"> <li>- Review parts of the city</li> <li>- Geographical features</li> <li>- Island descriptions</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify places in town</li> <li>2. Describe where places are located using prepositional and directional phrases</li> <li>3. Describe islands of The Bahamas in Spanish, include flora and fauna</li> <li>4. Compare and contrast life in the city with life in the country (living in Nassau vs living in the family islands – traffic, congestion, crime, pollution).</li> </ol>	P. 39	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises/Role play</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing</li> <li>• Create brochure / advertisement</li> </ul>
3 & 4	<p style="text-align: center;"><b>Travel</b></p> <ul style="list-style-type: none"> <li>-Review modes of transportation</li> <li>-Review weather and seasons</li> <li>-Use present, preterite and imperfect tenses</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe what to expect while travelling through an airport</li> <li>2. Explain in Spanish how to travel by bus, take a taxi; locate road signs and interpret them</li> <li>3. Relate an experience while staying at a hotel using preterite tense</li> <li>4. Express in past tense where you went and how it was on</li> </ol>	P. 40, 44		<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises/Role play</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing – create a travel brochure for an Hispanic country</li> </ul>

		vacation, give details of activities participated in 5. Give a detailed tour of an Hispanic city (watch a video or virtual tour)			
5 & 6	<b>Holidays and Festivals</b> <i>-Review telling the date, birthdays and holidays</i>	<ol style="list-style-type: none"> <li>1. Identify and discuss major festivals, celebrations and cultural practices in Hispanic and one's local culture – Posadas (Mexico), Las Fallas (Spain), Junkanoo (Bahamas)</li> <li>2. Describe a local festival or celebration in Spanish</li> <li>3. Compare customs in Hispanic countries with those in The Bahamas</li> <li>4. Discuss in Spanish activities that occur before and after Easter (Holy Week, Good Friday and Easter Monday); use the imperfect and preterite tense</li> </ol>	P. 41		<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises/Role play</li> <li>• Reading comprehension exercises</li> <li>• Composition/Guided Writing</li> </ul>
7 & 8	<b>Revision and End of Year Assessment</b>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE 12

### CHRISTMAS TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><i>Back to Basics</i></p> <ul style="list-style-type: none"> <li>• Giving Personal Information</li> <li>• Filling Forms</li> <li>• Introductions</li> <li>• Likes and Dislikes</li> </ul>	<ol style="list-style-type: none"> <li>1. Ask and Respond to questions about personal information (name, origin, age, birthday)</li> <li>2. Make introductions</li> <li>3. Discuss likes and dislikes <i>colours, food, school subjects, sports, leisure activities</i></li> </ol>		2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Reading comprehension exercises</li> <li>• Writing Sentences</li> <li>• Fill out form with personal information</li> </ul>
3 & 4	<p><i>Back to Basics</i></p> <ol style="list-style-type: none"> <li>4. Daily Routine</li> <li>5. Sports</li> <li>6. Occupation</li> </ol>	<ol style="list-style-type: none"> <li>1. Give an account of one's daily routine for the present and past week</li> <li>2. Discuss which sports one likes/dislikes and give reasons why</li> <li>3. List the equipment one needs for popular sports</li> <li>4. Discuss professions of one's family members and their place of work</li> </ol>	P. 34	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Reading comprehension exercises</li> <li>• Writing Paragraphs</li> </ul>

5 & 6	<ul style="list-style-type: none"> <li>• School Life and Routine: <i>Review school subjects, telling time, activities, present tense endings of AR, ER and IR verbs</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Compare school schedules with those of students in Hispanic countries</li> <li>2. Describe one's classes and state whether one likes/dislikes them</li> <li>3. Express how one feels about certain classes/teachers and give reasons why</li> <li>4. Discuss one's extracurricular activities in the present and past and describe one's feelings about these activities</li> <li>5. Use the preterite and imperfect tenses to say what you did at school and during extracurricular activities</li> </ol>	P. 45	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing</li> <li>• Create a schedule to show one's classes and extracurricular activities</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• School Life and Routine:</li> <li>- School of the future</li> <li>- Use of Technology in Schools</li> <li>-</li> </ul>	<ol style="list-style-type: none"> <li>1. Use the future tense of AR, ER and IR verbs in Spanish</li> <li>2. Compare how schools are changing around the world</li> <li>3. Discuss a technological advancement in which one has a particular interest</li> <li>4. Discuss the use of technology in Latin American countries</li> </ol>	P. 45, 47	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Speaking Exercise</li> <li>• Reading comprehension exercises</li> <li>• Composition Writing</li> </ul>
9 & 10	<ul style="list-style-type: none"> <li>• Future Career Plans <i>Review professions, places in town, preterite and imperfect tenses</i></li> <li>• Past Job Experiences</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify different professions and careers and state what each job require one to do</li> <li>2. Describe a job one did in the past</li> <li>3. Identify and discuss values and views of Bahamian and Hispanic youth</li> </ol>	P. 50, 51	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Oral Presentation</li> <li>• Reading comprehension exercises</li> </ul>



		4. Discuss employment and unemployment in one's country in Spanish			
11 & 12	<ul style="list-style-type: none"> <li>• Future Career Plans</li> <li>-Review future and conditional tenses</li> <li>• Job Seeking</li> <li>• Job Interview</li> <li>• Salaries</li> <li>• Career Choice</li> <li>• Future goals</li> </ul>	<ol style="list-style-type: none"> <li>1. Express which career possibilities one wish to pursue</li> <li>2. Discuss places of work at home and abroad</li> <li>3. Use the Subjunctive to state possible future actions</li> <li>4. Use Spanish to apply for a job</li> <li>5. Describe one's future plans</li> </ol> <p>Compare and Contrast the university system in Hispanic countries and The Bahamas</p>	P. 50, 51	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises</li> <li>• Reading comprehension exercises</li> <li>• Write a composition</li> <li>• Open-ended questions</li> <li>• Create a résumé/curriculum vitae in Spanish</li> </ul>
13	<i>Revision and End of Term Assessment</i>				

# NATIONAL PACING GUIDE 2023 – 2024

## SENIOR HIGH SPANISH

### GRADE 12

#### EASTER TERM

WEEK	TOPIC/CONCEPT	OBJECTIVE(S)	CURRICULUM LINKS	TIME SPAN	ASSESSMENT
1 & 2	<p><b>Eating and Drinking</b></p> <p><i>-Review food items, mealtimes (review time expressions)</i></p>	<ol style="list-style-type: none"> <li>1. Discuss likes, dislikes and preferences of food and drinks, using gustar, detester, preferir</li> <li>2. Describe quality/taste of food</li> <li>3. Identify and describe utensils used to set table</li> <li>4. Compare mealtimes in Spain with those in The Bahamas</li> </ol>	P. 49	2 weeks	<ul style="list-style-type: none"> <li>• Listening Comprehension Exercises</li> <li>• Speaking Exercises/Role play</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing</li> </ul>
3 & 4	<p><b>At the Restaurant</b></p> <p><i>-Describing meals</i>  <i>-Following a recipe</i>  <i>-Use formal and negative commands</i></p>	<ol style="list-style-type: none"> <li>1. Make a restaurant reservation</li> <li>2. Order a meal using <i>quisiera, me gustaria</i></li> <li>3. Make a complaint</li> <li>4. Prepare a recipe using infinitives</li> <li>5. Compare and contrast Hispanic and Bahamian dishes</li> </ol>	P. 49	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing</li> </ul>
5 & 6	<p><b>Hometown and Geographical surroundings</b></p>	<ol style="list-style-type: none"> <li>1. Name and identify major countries around the world in Spanish</li> </ol>	P. 52	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> </ul>

	<p>-Review weather, seasons, points on a compass</p> <p>- Use present subjunctive, impersonal 'se', tener que, es importante que, es esencial que, es imprescindible, en mi opinion, lo bueno/malo es que, lo mejor/peor es que...</p>	<ol style="list-style-type: none"> <li>2. Recognize and memorize vocabulary for animals and related to nature</li> <li>3. Discuss a plan for natural disaster using future and conditional tenses</li> <li>4. Describe environmental issues and impact (pollution, recycling, poaching, contamination)</li> <li>5. Using the future tense, state what one will do to care for the environment</li> </ol>			<ul style="list-style-type: none"> <li>• Speaking Exercises/ Presentation on one's ideal world</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing Create brochure / advertisement</li> </ul>
7 & 8	<p><b>Tourism and Travel</b></p> <p>- Emergency Situations: An accident, A robbery, A fire, Getting lost, Lost luggage/ possessions/ people</p> <p>- Use present, preterite, imperfect, future and present continuous tense (estar + gerund)</p>	<ol style="list-style-type: none"> <li>1. State how one spent summer vacation last year, using the preterite and imperfect tense</li> <li>2. Report an accident/ robbery using Spanish</li> <li>3. Discuss what one would do in an emergency situation, using the future tense</li> <li>4. Describe a time when one got lost while touring a city on vacation</li> </ol>	P. 44	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises - Oral Report of robbery</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing</li> </ul>
9 & 10	<p><b>Holidays, Festivals and Special Occasions</b></p> <p>-Revisit Hispanic names, Place of birth, nationalities, dates, telling time</p>	<ol style="list-style-type: none"> <li>1. Describe national pastimes during special occasions and holidays</li> <li>2. Describe what one did on one's last birthday/ last Christmas vacation</li> <li>3. Describe national costume (color, material, etc.)</li> <li>4. Discuss important historical events in the Hispanic world,</li> </ol>	P. 53, 54	2 weeks	<ul style="list-style-type: none"> <li>• Listening Exercises</li> <li>• Speaking Exercises/Role play</li> <li>• Reading comprehension exercises</li> <li>• Guided Writing</li> </ul>

		using the preterite and imperfect tense			
11 & 12	<i>Revision and End of Year Assessment</i>				

**NATIONAL PACING GUIDE 2023 – 2024**

**SENIOR HIGH SPANISH**

**GRADE 12**

**SUMMER TERM**

<b>TOPIC/CONCEPT</b>
<i>Practicals and BGCSE Exams</i>