



Wolcott Public Schools

154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183

High School Curriculum Spanish 3 Grades 10-12



Children are our Future...

*Learning a World Language increases communication among
many cultures.*

Acknowledgements

Curriculum Writers: *Mary Devaney*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

Mr. Frank Purcaro
Director of Student Learning and Teaching

Date of Presentation to the Board of Education: Sept. 10, 2015

Spanish 3 Course

Spanish 3

Mission Statement:

The mission of the Wolcott Public Schools is to promote the academic, social, and emotional development of all students to become contributing members of the global community.

Departmental Philosophy:

The philosophy of World Languages at Wolcott High School is to develop language skills as a means of communication in the target language. Students are encouraged to develop an appreciation for language as a basis of communication which can foster awareness of diverse cultural backgrounds and values and to accept and understand those backgrounds and values in the local community and globally. By the end of Grade 12, students will listen, speak, read and write proficiently in at least one language other than English, and will understand the culture(s) of that language.

Course Description:

Spanish III introduces the students to Spanish life, customs, geography and literature. The course emphasizes a more structured grammatical context, the aural/oral approach, and a structural composition program in the target language. The student should have an opportunity to use the language in all four communicative modes. The World Language curriculum at Wolcott High School is designed to meet the Nine Standards of the Connecticut World Language Curriculum Framework which is based on the National Standards of the American Council on the Teaching of Foreign Languages (ACTFL) and the 5 C's (Communication, Cultures, Connections, Comparisons, & Communities). Students will communicate with others in another language, understand culture to communicate and function appropriately in another culture, and use their understanding of another language and culture to reinforce and expand their knowledge of other disciplines as well as deepen their understanding of that language and culture. Students will also make comparisons among languages and cultures, and use the knowledge of the language and culture to enrich their lives and broaden their opportunities. The structural elements of the language and cultural awareness will be reinforced through oral and written activities, realia, re-enactments of real-life situations and technology-based presentations.

Spanish 3

Un paso más – preliminary unit

<i>Content/Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Talk about current actions and situations. • Describe routines. • Talk about actions that are happening at the moment of speaking. • Express how one is feeling. • Listen to descriptions of schedules and plans, interpret and make appropriate verbal responses. • Speak with a classmate in Spanish about classes, schedules and other daily activities. • Write a brief description of one’s own character, interests and routine activities. • Express likes and dislikes using verbs like “gustar” and indirect object pronouns. • Describe cultural elements about various regions in the Spanish speaking world. • Give and respond to instructions. 	<ul style="list-style-type: none"> • Placement test (Examen preliminar) • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad Preliminar) • Crash Course Evaluation in Practice workbook • Preliminary Unit Test (Examen:Unidad preliminar) 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol)

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Spanish 3

¿Cómo eres?

<i>Content/Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Describe people and talk about physical characteristics and personality traits. • Identify persons in a painting while listening to descriptions in Spanish using Colombian artist Botero's • <i>La familia presidencial.</i> • Read text about a famous Argentinian comic strip and answer various questions relating to the text. • Make comparisons and use superlatives. • Understand a dialogue in the target language that integrates vocabulary and grammar from the unit (<i>biografía</i>). • Demonstrate proficiency in spoken use of target language integrating vocabulary and grammar (<i>reportaje</i>). • Talk about life stages, celebrations and traditions related to the family (<i>quinceañera</i>). 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 1) • Crash Course Evaluation in practice workbook. • Practice workbook mini-evaluations • Unit Test (Examen:Unidad 1) • <i>El juego de conocimiento</i> • Alternate performance assessments demonstrating competence in targeted skills: <i>una biografía, el reportaje, la vida y las creencias, las religiones en America latina</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol) • Animated film “La Llorona” • Short documentary footage of Xochimilco and Isla de las muñecas

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Identify false cognates in an authentic text and explain how this can cause confusion. • Compare and contrast Hispanic cultural celebrations and traditions to one's own. • Narrate or retell a story using the preterite and imperfect tenses appropriately. • Understand an authentic Mexican legend presented in the target language: La Llorona. • Discuss the innate nature of legends and how they reflect values of a specific culture in a specific place and time. • Create a character sketch after learning about the Latin American population. • Create a photo album with accompanying captions identifying relationships, marital status, life stages and celebrations. • Read Mafalda (Argentina) comic strip and become familiar with characters – so as to use cultural realia to demonstrate appropriate use of vocabulary and verb tenses in the past. 	<ul style="list-style-type: none"> • Phonetics / Orthography quizzes • <i>Autoevaluación</i> self- test to evaluate own understanding of the unit's concepts • <i>Evaluación: Me lo sé todo</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol) • Animated film “La Llorona” • Short documentary footage of Xochimilco and Isla de las muñecas
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Entre amigos

<i>Content/Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Listen to descriptions of Carnival and identify it as an important event in many latin countries. • Briefly describe what is happening in a slide or photograph of Carnival. • Listen to a recording of legendary Dominican recording artist Celia Cruz singing Carnaval. • Speak with a classmate about how long you have known one another and how you met. • Create mini-dialogues in which greetings, introductions, and invitations are practiced. • Invent a story in which <i>ojala que</i> ... is used to indicate hopefulness and anticipation. • Place and receive telephone calls relating to everyday topics. • Demonstrate proper usage of vocabulary in a mock telephone conversation with a classmate. • Demonstrate ability to take and leave a message over the phone. 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 2) • Todo junto, Cultura, Evaluación in Practice workbook. • Practice workbook mini-evaluations for each desafio. • Unit Test (Examen:Unidad 2) • Alternate performance assessments demonstrating competence in targeted skills: la correspondencia personal, invitaciones y felicitaciones, la correspondencia formal. 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol) • DVD <i>A celebration of the life of Celia Cruz.</i>

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation</p>	<ul style="list-style-type: none"> • Make a plan with a classmate for a trip over the next vacation and summarize the plan in Spanish. • Describe someone who could be <i>amigo/amiga para siempre</i> (a friend forever). • Reflect on how you act in certain situations and write about whether or not you believe you are a good friend. • Use verbs like <i>gustar, encantar, importar, interesar</i> with indirect object pronouns to indicate preferences. • Express wishes with <i>ojalá que</i> plus the subjunctive. • Plan a latin dance competition for your school and indicate rules and regulations. • Compare traditional Hispanic holidays with one's own cultural practices. • Learn the basic steps to one typical Latin dance, then teach classmates the dance steps to authentic music accompaniment. 	<ul style="list-style-type: none"> • Phonetics / Orthography quizzes • <i>Autoevaluación</i> self- test to evaluate own understanding of the unit's concepts • <i>Evaluación: Me lo sé todo</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol) • DVD <i>A celebration of the life of Celia Cruz.</i>
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Tus cosas

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Describe clothing being worn by someone in the classroom, in a slide or photo. • Design a living space or home that would be ideal if you had to move. • Describe what you have just done in the last five minutes. • Create a list of things that must be done then indicate in writing which errands have been accomplished and which require attention. • Make an advertisement for a store or product in an imaginary <i>mercadillo</i> (street market/ bazaar). • Choose something you own that you want to sell and make a sign or advertisement. • Make a sign indicating what can be done in the classroom and what is not allowed in the classroom. • Describe a difficult day indicating what happened in what order. • Create a conversation with a classmate using <i>pluscuamperfecto</i> 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 3) • <i>Todo junto, Cultura, Evaluación</i> in Practice workbook. • Practice workbook mini-evaluations for each <i>desafío</i> • Unit Test (Examen:Unidad 3) • Alternate performance assessments demonstrating competence in targeted skills: <i>el diario, un catálogo, los diseñadores hispanos, transmitir las palabras de otros, el reparto de tareas domésticas</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Realia: actual catalogues in Spanish • Periodicals in Spanish (i.e., PeopleEnEspañol)

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Spanish 3

Vida sana

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Complete a conversation supplying the commands (both negative and positive) according to the dialogue given. • Respond to questions according to the recommendations which have been given orally. • Talk with classmate about what you eat at different times of the day. Comment on how healthy your choices tend to be. • Talk with classmates about movie stars, athletes, or other performers using <i>verbos de cambio</i>. • Choose a particular diet (vegetarian, weight loss, muscle building, diabetic) and make healthy suggestions. • Describe personal hygiene habits that everyone should practice. • Describe when a person should go to the doctor. • Demonstrate a conversation between a patient and a medical professional. 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 4) • <i>Todo junto, Cultura, Evaluación</i> in Practice workbook. • Practice workbook mini-evaluations for each desafio • Unit Test (Examen:Unidad 4) • Alternate performance assessments demonstrating competence in targeted skills: <i>una guía, una receta, el texto informativo, la cocina limeña, los hábitos saludables e higiene personal, la consulta médica</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Realia: pamphlets for young people in Spanish on nutrition, dangers of alcohol and drug use, etc. • Periodicals in Spanish (i.e., PeopleEnEspañol)

Spanish 3

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Spanish 3

¿Trabajas?

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> Using clues in surrounding context determine which tense (imperfect or preterite) is required and supply the correct form. Talk to a partner about professions and describe the responsibilities of people who hold these positions. Alternate sentences of doubt with sentences of certainty and use the subjunctive appropriately. In a conversation with a classmate, express what bores, excites, worries or infuriates you. Make a list of things you would like to accomplish and use the future tense to make your statements. Listen to a recorded street interview and respond to written questions that ask you to relay information you heard. 	<ul style="list-style-type: none"> Assess student proficiency in integration of grammar and vocabulary Practice activities from the Speaking and Listening Workbook Quizlet Review Activities Quizzes 1-4 (Pruebas – Unidad 5) <i>Todo junto, Cultura, Evaluación</i> in Practice workbook. Practice workbook mini-evaluations for each desafio Unit Test (Examen:Unidad 5) 	<ul style="list-style-type: none"> Speaking and Listening Workbook Practice Workbook Cuadernos para hispanohablantes Español Santillana Textbook Assessment Book Audio CDs Quizlet.com www.fansdelespañol.com Fans Online activities Periodicals in Spanish (i.e., PeopleEnEspañol)

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Spanish 3

Tus aficiones

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Listen to information about the Americas and indicate on a map which airlines fly there. • Practice writing accent marks and clearly indicating the emphasis on syllables in spoken discourse. • Write two brief dialogues in which you include expressions of courtesy and negative or positive opinions. • Listen to a radio program and answer accompanying questions. • Speak with a classmate about a favorite sport, where one practices and if he/she plays competitively. • Talk about famous athletes, their nationalities and their sports. • Use expressions of probability <i>quizas, tal vez, a lo mayor.</i> 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 6) • <i>Todo junto, Cultura, Evaluación</i> in Practice workbook • Practice workbook mini-evaluations for each desafio • Unit Test (Examen:Unidad 6) 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • film “The Way” • Periodicals in Spanish (i.e., PeopleEnEspañol) • Documentary on Gabriela Mistral and her work with UNICEF.

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Imagine that you have gone to a travel agent in order to organize a vacation. Comment on what the agent said and write a list of things one shouldn't forget to do. • Observe a map that shows the voyages of Christopher Columbus to the American continent. Take turns asking and answering questions about his travels. • Read about UNICEF and decide if the statements are true or false. • Take a test/survey/questionnaire regarding sports. • Be able to distinguish which sentence out of several provided, would be the most courteous. • Given a situation, determine a polite statement that would be appropriate. • Read a summary of the Phantom of the Opera and answer questions that follow. • Use a graphic organizer to help choose which sports you would recommend to another and why. • Use words in a word bank to complete a description of an exciting game/athletic competition. 	<ul style="list-style-type: none"> • Alternate performance assessments demonstrating competence in targeted skills: <i>un cuento, un folleto, una cartelera, deportes, espectáculos, viajes y alojamientos, la reseña/el comentario, el primer viaje de Colón.</i> • Phonetics / Orthography quizzes • <i>Autoevaluación</i> self- test to evaluate own understanding of the unit's concepts • <i>Evaluación: Me lo sé todo</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • film "The Way" • Periodicals in Spanish (i.e., PeopleEnEspañol) • Documentary on Gabriela Mistral and her work with UNICEF
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Por el planeta

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Read a nature blog and comment on recommendations. • Create posters for an awareness campaign. • According to each sentence determine which verb should be used (future or present). • Complete a list of things we all should do to protect the environment. • Make buttons/decorative pins that have ecological messages in Spanish. • Read about a trip to Patagonia and underline the correct verbal form for each sentence. • Practice how to indicate cause and consequence or explain the reason why something occurred. • Read about natural disasters and explain what some people say about the increasing number of severe storms. 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 7) • <i>Todo junto, Cultura, Evaluación</i> in Practice workbook. • Practice workbook mini-evaluations for each desafio • Unit Test (Examen:Unidad 7) 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • the art of Antonio Berni – <i>Juanito Laguna</i> • <i>¿Dónde Jugarán los Niños?</i> by the band <i>Maná</i> -- rock video

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Create a script for a meteorologist skit. • What would be a natural space outdoors that you would really like to see in person, and why. • Talk with a friend about your thoughts on conservation and animal and wildlife protection. • Talk with a classmate about your daily routine using <i>con cuando, antes de que</i>. • Listen to a radio broadcast of natural disasters and mark the ones that occurred in El Salvador in 2005. • Create a skit in which you and classmates incorporate appropriate use of <i>a</i> personal. • Determine which statements about recycling are true. • Look at several images and project what would happen if tomorrow the weather matched the images. • Explain why protecting our natural resources is important. 	<ul style="list-style-type: none"> • Alternate performance assessments demonstrating competence in targeted skills: <i>Islas Galápagos, un texto argumentativo, una canción, un texto de opinión, una noticia, el tiempo y el universo, el medioambiente, recursos y desastres naturales</i> • Phonetics / Orthography quizzes • <i>Autoevaluación</i> self- test to evaluate own understanding of the unit's concepts • <i>Evaluación: Me lo sé todo</i> 	<ul style="list-style-type: none"> • Periodicals in Spanish (i.e., PeopleEnEspañol) • DVD with reading of the poem <i>Oda al aire</i> by Pablo Neruda
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En sociedad

Content/Performance Standards	Sample Activities	Assessment Strategies	Resources
<p>CS1 Communication (Interpersonal Mode): Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions.</p> <p>CS2 Communication (Interpretive Mode) Students will understand and interpret spoken and written language on a variety of topics.</p> <p>CS3 Communication (Presentational Mode) Students will present information, concepts and ideas to listeners or readers on a variety of topics.</p> <p>CS4 Cultures Students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication.</p> <p>CS5 Connections (Interdisciplinary Mode) Students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa.</p>	<ul style="list-style-type: none"> • Listen to several statements about Chile and choose the correct information from each column to create a true statement. • In describing the civilizations of America, demonstrate the proper use of <i>el imperfecto</i> and <i>el pluscuamperfecto</i>. • Take turns with a partner creating original sentences in the passive voice about the conquistadors. • Create an interview with a native and express what the arrival of explorers did to the lives of natives. • Learn about the Spanish political system and how it differs from the political system in the USA and other countries. • Talk with a classmate about politics. Take turns asking and responding to the questions provided. 	<ul style="list-style-type: none"> • Assess student proficiency in integration of grammar and vocabulary • Practice activities from the Speaking and Listening Workbook • Quizlet Review Activities • Quizzes 1-4 (Pruebas – Unidad 8) • <i>Todo junto, Cultura, Evaluación</i> in Practice workbook. • Practice workbook mini-evaluations for each <i>desafío</i> • Unit Test (Examen:Unidad 8) 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol)

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<p>CS6 Connections (Intradisciplinary Mode) Students will acquire and use information from a variety of sources only available in the world language.</p> <p>CS7 Comparisons Among Languages Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.</p> <p>CS8 Comparisons Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons across cultures.</p> <p>CS9 Communities Students will use the world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.</p>	<ul style="list-style-type: none"> • Describe how cultural heritage is an important part of personal identity. • Using pictures provided, invent a brief story and create a narrative with dialogue. • Listen to a radio segment and summarize what was learned about the tomb of Anahualpa. • Comment on the increasing number of Spanish speaking immigrants to the United States. 	<ul style="list-style-type: none"> • Alternate performance assessments demonstrating competence in targeted skills: <i>una entrevista, narrar un acontecimiento, arqueología en México, costumbres multiétnicas, hacia una sociedad intercultural</i> • Phonetics / Orthography quizzes • <i>Autoevaluación</i> self- test to evaluate own understanding of the unit's concepts • <i>Evaluación: Me lo sé todo</i> 	<ul style="list-style-type: none"> • Speaking and Listening Workbook • Practice Workbook • Cuadernos para hispanohablantes • Español Santillana Textbook • Assessment Book • Audio CDs • Quizlet.com • www.fansdelespañol.com Fans Online activities • Periodicals in Spanish (i.e., PeopleEnEspañol)
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Pacing Guide

August/ September:

Santillana Unidad Preliminar & Unidad 1

Preliminary Unit: (Review of previous language study)

- Vocabulary relating to school, schedule, routine activities, vacation
- Present progressive
- Present tense of regular verbs
- Preterite tense of regular verbs
- Preterite tense of *ser* and *ir*
- Preterite tense of irregular verbs
- Affirmative commands
- Interrogatives

Unidad 1: ¿Cómo eres?

- Time expressions for narration
- Comparative and superlative degree
- Physical characteristics and personality traits
- Family relationships
- Expressing possession
- Past progressive tense
- Preterite and imperfect in narrating/describing in the past tense

October:

Santillana Unidad 2

Unidad 2: Entre amigos

- Personal relationships
- Expressing wishes, likes, dislikes and preferences
- Expressing recommendations, need or obligation
- Expressions to offer, accept, decline an invitation
- Phone calls
- Speaking about the future
- Irregular *yo* form verbs
- Direct and indirect object pronouns
- Reflexive and reciprocal verbs
- Non-reflexive verbs used with pronouns
- Present subjunctive of regular verbs

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November -
December:

Santillana Unidad 3

Unidad 3: Tus cosas

- Clothing
- Describing objects
- Indefinites
- Household chores and professions
- Past participle
- Talking about recent actions – present perfect tense
- Past perfect tense
- Demonstratives
- Impersonal constructions. The pronoun *se*

January:

Santillana Unidad 4

Unidad 4: Vida sana

- Food and nutrition
- Healthy habits
- Giving advice and recommendations
- Affirmative commands
- Negative commands

MIDTERM EXAM

February:

Santillana Unidad 4 (continued)

Unidad 4: Vida sana

Review vocabulary for food, nutrition, healthy habits, giving advice and recommendations from unit 4 that were introduced before midterm exams

- Doctor's office
- Human body
- Verbs that express change
- ***Por*** and ***para***
- Making value statements
- Conditional tense
- Expressing certainty and doubt

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March:

Santillana Unidad 5

Unidad 5: ¿Trabajas?

- Jobs and professions
- Work and technology
- Volunteering and community service
- Review expressing certainty and doubt
- Expressing feelings
- Expressing difficulty
- Gender of nouns
- Imperfect subjunctive
- The relative pronoun *que* with adjective clauses

April:

Santillana Unidad 6

Unidad 6: Tus aficiones

- Free time and events
- Sports
- Traveling and lodging
- Expressing opinion
- Expressing probability
- Expressing purpose
- Expressing place
- Indirect speech
- Grammatical forms of courtesy

May:

Santillana Unidad 7

Unidad 7: Por el planeta

- Nature and the environment
- The universe
- Weather
- Natural disasters
- Natural resources
- Expressing cause and consequence
- Real *si* clauses
- Hypothetical *si* clauses
- Personal *a*

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June:

Santillana Unidad 8

Unidad 8: En sociedad

Historical figures and events

Politics and government

Society

Passive voice

Review of the use of past tenses

Review of the use of the indicative

Review of the use of the imperative

Review of the use of the subjunctive

 **FINAL EXAM**

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Essential Questions

1. How does one describe others and oneself physically, emotionally and in terms of character traits?
2. How does one describe objects and surroundings?
3. How does one express what he/she and others like and dislike?
4. How does one relate his/her daily routine activities?
5. How does one ask and respond to questions?
6. How does one talk about recent past actions?
7. What are some of the major landmarks, products and customs of Spanish-speaking countries?
8. Who are some important persons in Spanish-speaking countries (literary figures, historical figures, artists, musicians)?
9. How does one narrate and describe past experiences? How does one tell a story?
10. How does one talk about historical events or political events in the past?
11. What is the difference between the imperfect and the preterite?
12. How does one express opinions?
13. How does one express difficulty and doubt?
14. How does one talk about desired positions of employment or fields of study?
15. How does one describe what is known about professions?
16. How does one make recommendations or give advice?
17. How does one communicate food preferences or dietary needs?
18. How does one make polite requests?
19. What is the subjunctive mood? How and when is the subjunctive mood used in Spanish?
20. What associations can be made between the use of the impersonal *se* construction in Spanish and parallel constructions in English?
21. How does one express reflexive and reciprocal actions in English and in Spanish?
22. How does one report what someone else says or has said?
23. How does one relate future actions?
24. How does one express cause and consequence?
25. How does one express hypothetical environmental situations?
26. Can you express values in relation to a multicultural society?

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Skills Objectives

Students will:

1. Recall various elements of previous language study and utilize those elements within appropriate context.
2. Compare the aspects of their own cultural background to those of Spanish speakers.
3. Read for information from authentic text in Spanish and respond to related questions.
4. Hypothesize who, from a set of characters in a vignette, will be most successful in the challenges presented and support their reasoning with details.
5. Listen to descriptions and conversations in the Spanish language on a variety of topics, interpret content and make appropriate verbal responses.
6. Speak with classmates in Spanish on a variety of topics.
7. Create stories, poems and dialogues using verb tenses and moods appropriately.
8. Combine vocabulary and grammar to express hopes and wishes.
9. Explain which health and hygiene habits are the most important for a healthy mind/body and why.
10. Describe cultural elements in various regions of the Spanish speaking world.
11. Reflect on their own learning and evaluate their understanding of each unit's concepts.
12. Give and respond to instructions using affirmative and negative imperative forms appropriately in spoken and written discourse.
13. Ask and answer questions using interrogatives appropriately.
14. Consider the importance of learning a language and how it can be beneficial for future goals/plans.
15. Create a set of interview questions, conduct the interview and relate the responses to others.
16. Dramatize learning in authentic context.
17. Describe Hispanic/Latino artists, writers, painters, musicians, actors and name some of their work.
18. Name and describe foods, dances, places or products of Spain/ Spanish-speaking countries that they would like to experience in person.
19. Talk about the advantages (or disadvantages) of speaking Spanish in the United States.

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20. Talk about things that are very likely to happen and less likely to occur.
21. Describe the type of place and the type of accommodations they would like to experience the next time they travel.
22. Talk with classmates about places they have never seen that they hope to visit in the future.
23. Make connections between climate, architecture, clothing and local customs.
24. Describe circumstances and make suggestions on what could be done to improve them.
25. Articulate what hopes they have for the community's future.

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Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]