

Course Title: Spanish III
Board Approval Date: September 15, 2020
Credit / Hours: 1

Course Description:

This course will build upon the foundation acquired in Spanish I and Spanish II through an immersion style approach where Spanish is spoken by the teacher 90% of the class period. The Spanish III class requires students to produce more spoken and written messages completely in Spanish. Students will begin to move from basic level skills to more intermediate level skills and in depth grammatical constructions and a broader-based vocabulary are taught. Students will refine those language skills which were acquired in Spanish I, and Spanish II. They will continue to study grammar, vocabulary, and language concepts of Spanish as they continue to study Spanish-speaking countries and their cultures through the completion of projects and other activities. The class will be conducted predominantly in Spanish and students will make more effort to communicate in Spanish in both oral and written form. Topics may include, but are not limited to using the past tense to navigate through a train station and train travel, discussing foods, meals and restaurants in the present and past tenses, using the second past tense in Spanish to describe youth and childhood, discussing holidays, technology and hotel stays in Spanish, and distinguishing between the two past tenses in Spanish – the preterite and imperfect.

Learning Activities / Modes of Assessment:

<p>Large Group Instruction Verbal & Written Quizzes and Exams Listening assessments Small Group Work Checklists / Teacher Observation Class Discussions/Conversations Written activities/exercises Projects with Rubrics Extended Thinking Activities Writing Prompts/Story Retelling Online activities Class experiences/labs</p>
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Instructional Resources:

Así se Dice level 2 textbook
Various online tools including but not limited to: Sr. Wooley, YouTube videos, Schoology, Google Docs Suite, Gimkit, online activity/ idea searches

Curriculum:
 Course: Spanish III

Know:	Understand:	Do:
<p>Review Units A-G</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Connections Standard 3.1 Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Comparisons Standard 4.1 Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Communities Standard 5.2 Learners set goals and reflect on their progress in using languages for enjoyment,</p>	<p>Vocabulary associated with friends, family, home</p> <p>The verbs ser and tener</p> <p>The use of adjectives, nouns, articles</p> <p>Possessive adjectives</p> <p>Vocabulary with home and school activities</p> <p>Present tense of regular verbs and irregular verbs ir, dar, estar</p> <p>Contractions</p> <p>Vocabulary related to sports</p> <p>Present tense of stem changing verbs</p> <p>Verbs like gustar (aburrir, interesar, gustar)</p> <p>The differences between ser and estar</p> <p>Writing more developed sentences including the use of emotions and other phrases</p> <p>Indirect object pronoun use and placement</p> <p>Travel vocabulary, shopping vocabulary</p>	<p>Write sentences conjugating correctly present tense regular -ar, -er, ir verbs</p> <p>Write and explain the forms, functionalities and uses of common irregular verbs and stem changing verbs of different endings.</p> <p>Use the verb gustar accurately in different situations.</p> <p>Describe members of their family, friends, pets or houses, how sports work and about their emotions.</p> <p>Use the prepositional word "cuando" to write longer sentences using emotions.</p> <p>Write sentences that are "two way" using indirect object pronouns.</p> <p>Write and speak using proper masculine/feminine rules in Spanish or if incorrect understand why their gender or agreement was incorrect.</p> <p>Narrate and obtain information using the present tense and the imperfect tense</p> <p>Discuss daily routines and use reflexive verbs to communicate information</p>

<p>enrichment, and advancement.</p> <p>Chapter 3</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Standard 3.1 Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Comparisons Standard 4.2</p>	<p>Present progressive tense</p> <p>Reflexive verbs with reflexive pronouns</p> <p>Favor de with commands</p> <p>Vocabulary associated with train travel and preparing for a trip</p> <p>Discussing train trips and planning a trip via train</p> <p>Preterite tense of irregular verbs</p> <p>The verb decir and its forms/functions</p> <p>Prepositional pronoun placement and uses</p>	<p>Appropriately give commands using favor de</p> <p>Use vocabulary to write and orally describe trips on a train</p> <p>Compare and contrast train travel in Latin America and Spain with that of the United States</p> <p>Write and begin to orally use irregular verbs in the preterite tense</p> <p>Use irregular verbs in the preterite to describe events that have happened</p> <p>Use the verb decir in narration and to provide details of past events.</p> <p>Use prepositional pronouns to express who is receiving the action of a verb</p>
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<p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>Chapter 4</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2 Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3 Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Culture Standard 2.1 Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Culture Standard 2.2 Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the</p>	<p>Vocabulary associated with ordering and paying for a meal at a restaurant</p> <p>Vocabulary associated with food and restaurants</p> <p>Vocabulary associated with eating utensils and storage</p> <p>Stem changing verbs in the present and preterite</p> <p>Adjectives of nationality</p> <p>The uses of the passive voice with se</p>	<p>Order in a restaurant and understand the processes involved with dining internationally</p> <p>Identifying food vocabulary and storage options in written and oral form</p> <p>Write and begin to speak using stem changing verbs accurately in the preterite and present tenses</p> <p>Accurately describe the nationalities of others using specific adjectives of nationality</p> <p>Orally and written provide directions on how to do something using the passive voice with se</p> <p>Describe the historical implications of numerous indigenous foods in Latin America</p>
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<p>cultures studied.</p> <p>Connections Standard 3.1</p> <p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>Connections Standard 3.2</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		
<p>Chapter 5</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>Communication Standard 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3</p>	<p>Vocabulary associated with different hispanic and American holidays</p> <p>Compare U.S. celebrations with celebrations of Latin America and Spain</p> <p>Regular verbs in the imperfect tense</p>	<p>Use holiday vocabulary to describe orally and in written form what happens at various holiday celebrations</p> <p>Use the imperfect tense to describe events that occurred in the past in oral and written form</p> <p>Obtain information orally about past events by using the imperfect tense</p>

<p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Culture Standard 2.1</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Culture Standard 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparison Standard 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>Chapter 6</p> <p>Communication Standard 1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings,</p>	<p>Irregular verbs in the imperfect tense (ir, ser, ver)</p>	<p>Write and orally describe the uses of technology using technology vocabulary</p>
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<p>and opinions.</p> <p>Communication Standard 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Culture Standard 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Comparisons Standard 4.2</p> <p>Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Vocabulary associated with cell phones, computers, email and the Internet</p> <p>How to make and receive phone calls in Spanish</p> <p>The difference between spoken Spanish in person and spoken Spanish into the telephone</p> <p>Understand the role of technology in Hispanic countries</p> <p>The differences between the preterite and imperfect tenses</p>	<p>Make phone calls with peers and others in Spanish</p> <p>Comprehend the role technology has in the development of nations and discuss whether technology is a privilege or a right</p> <p>Describe events in the past orally and in written form using the preterite and the imperfect tenses</p> <p>Identify whether situations should be preterite or imperfect using context</p>
<p>Chapter 7</p> <p>Communication Standard 1.1</p> <p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>Vocabulary associated with</p>	<p>Compose written compositions and oral descriptions of hotels and</p>

<p>Communication Standard 1.2</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Communication Standard 1.3</p> <p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Culture Standard 2.2</p> <p>Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>Connections Standard 3.2</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>Comparisons Standard 4.1</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>Communities Standard 5.1</p> <p>Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>Communities Standard 5.2</p> <p>Learners set goals and reflect on their progress in using</p>	<p>hotels and hostels</p> <p>Vocabulary associated with hotel reservations and toiletries</p> <p>Differences between hotels and hostels and their roles in traveling</p> <p>The forms and functions of the present perfect tense</p> <p>The uses of double object pronouns</p>	<p>making reservations and buying toiletries</p> <p>Practice booking a hostel or a hotel and knowing about how to research appropriate places to stay when abroad</p> <p>Describe orally and in written form things that have or have not occurred using the present perfect tense</p> <p>Replace objects in sentences using object pronouns</p>
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languages for enjoyment,
enrichment, and advancement.

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Pacing Guide

Course: Spanish III

**Course Unit (Topic)
Periods)**

Length of Instruction (Class

Course introduction and geography **3 days**

Spanish I Review Repaso A (ser, tener, friends/family/home vocabulary, possessive adjectives) **2 days**

Spanish I Review Repaso B (home/school activities vocabulary, present tense regular verbs, contractions, ir, dar, estar) **2 days**

Spanish I/II Review Repaso C (personality, health vocabulary, ser/estar) **3 days**

Spanish I Review Repaso D (sports vocabulary, stem changing verbs, verbs like gustar) **2 days**

Spanish II Repaso E (food and clothing vocabulary, saber/conocer, comparatives and superlatives) **3 days**

Spanish II Repaso F (summer/winter activities vocabulary, preterite tense of regular verbs, preterite tense of ir and ser, direct/indirect object pronouns) **4 days**

Spanish II Repaso G (travel and routine vocabulary, present progressive tense, go verbs, reflexive verbs, commands with favor de) **5 days**

Chapter 3- Trains (train travel vocabulary, preterite tense of irregular verbs, the verb decir, prepositional pronouns, train book lab and elementary school demonstration) **15 days**

Chapter 4- Restaurants (restaurant etiquette, food/kitchen vocabulary, discussion regarding restaurants in Spain and Latin America and how they differ from restaurants in the U.S., stem changing verbs in the present and preterite, adjectives of nationality, passive voice with se) **10 days**

Chapter 5- Holidays and Celebrations (vocabulary associated with various holidays and celebrations, comparisons of holidays amongst different countries and the U.S., regular and irregular forms of the imperfect tense) **10 days**

Chapter 6- Technology (computer, phone and internet vocabulary, making and receiving phone calls, discussing technology in Hispanic countries, the preterite vs. imperfect tenses) **18 days**

Chapter 7- Hotels and Hostels (hotel/hostel, toiletries vocabulary, planning a trip and selecting hotels, present perfect tense, double object pronouns) **11 days**

Final Exam (vocabulary, grammar and verb conjugation) **2 days**