

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	World Languages		Course Title	Spanish 3AB Honors	
Course Code	GY368	Grade Level	11-12; 10 with special instructor permission only	Course Length	1 year (2 semesters)
Credits/Semester	5	Required for Graduation	No	Elective Credit	Yes (Humanities)
Prerequisites	Spanish 2AB with 87% or higher and teacher recommendation				
Community College Articulation		Name of College			
UC/CSU Articulation		Name of University			
Meets UC/CSU "a-g" Requirement		Meets NCAA Requirement		Honors Grading Differentiation	Yes

COURSE DESCRIPTION

In addition to the course content covered in Spanish 3AB, this course will include critical essays, fast-paced, extensive, and in-depth grammar review, media, lecture, and literature analysis, and correctness of written and spoken language. This course is conducted entirely in Spanish. Upon completion of this course, the student will be able to:

GOALS: (Expected performance outcomes for students)

- Understand and use the spoken language in a large range of situations.
- Express ideas, opinions, and feelings orally.
- Analyze and evaluate literature written by Hispanic authors.
- Understand and use a variety of sentence structures and tenses correctly.
- Write a well-organized expository composition in Spanish.
- Utilize various rhetorical strategies.
- Demonstrate an increased awareness of Hispanic cultures and recognize cultural influences in the reading selections.

California Content Standards

While current State guidelines are being completed, the NMUSD will adhere to National guidelines. Foreign languages and our ability to use them can be an effective instrument for international understanding. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the "five 'C's" of language learning which are aligned with the California State Standards for the Teaching Profession:

Communication: students present information and exchange ideas about a variety of subjects

Cultures: students acquire knowledge and develop understandings of cultures other than their own.

Comparisons: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures.

Critical thinking skills are challenged with various teaching approaches and techniques.

Communities: students learn to use the target language within and beyond the school setting

Connections: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using departmentalized rubrics. District-wide benchmark assessments will be assessed using the following chart:

Course Outline

Preliminary Unit	¡Bienvenidos al mundo hispano!				Tools & Text
	Key Terms	Standards*		Model Tasks	
¡Bienvenidos al mundo hispano! (7-21 days) Subtopics: - Talk about current events - Talk about past events and activities	- present indicative –ar/-er/-ir verbs - present indicative stem changing verbs (e → ie, o → ue, e → i, u → ue) - present indicative verbs with irregular “yo “ forms (caer, hacer, poner, salir, traer, conocer, dar, saber, ver, estar, ir, ser, tener, venir) - preterite of regular –ar/-er/-ir verbs - preterite of verbs ending in –car/-gar/-zar	- Communications - Comparisons - Connections	N/A	- Students will be able to choose and conjugate present tense verbs based upon meaning and context. Ex. Yo (jugar/cantar) <u>juego</u> con una pelota. - Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. - Students will write a brief story using the past tense correctly. Ex. Ayer yo <u>fui</u> al parque a las tres. En el parque, yo <u>vi</u> un perro... - Students will practice the correct form of the irregular verb. Ex. La semana pasada, mis amigos y yo (tener) <u>tuvimos</u> una fiesta.	<u>En Español 3</u> , McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	• preterite of stem-changing verbs • irregular preterites (ir, ser, hacer, dar, ver, conducir, producir, traducir, andar, decir, estar, poder, poner, poner, querer, saber, tener, traer, venir) • review of Spanish 1, 2 vocabulary (sports, leisure, daily routines) • Cultural diversity (U.S.), geography (Hispanic world), traditions (Mexico and Central America), history (South America, the Caribbean), cultural blending (Spain)	• Communications • Comparisons • Connections • Communities • Cultures		• In groups, students will create and perform a skit using the new vocabulary. • Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet. • Students will hear a dialogue and answer questions. Ex. "Escuchar" selection and workbook exercises. • Students will read, discuss, and answer questions about current events, history, etc. Ex. ¿Cómo celebran los mexicanos el cinco de mayo? ¿Es el cinco de mayo un día de fiesta muy importante en México?	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction (before grading) , partner test.			

	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 1 Chapter 1	¿Cómo soy?				
	Key Terms	Standards*		Model Tasks	Tools & Text
¿Cómo soy? (10-15 days) Subtopics: - Describe people - Talk about experiences - List accomplishments	- Ser vs. estar - imperfect tense - preterite vs. imperfect tenses - present perfect tense - pluperfect tense - physical characteristics - detailed descriptions of people	- Communications - Comparisons - Connections	H M L	- Students will choose and conjugate ser and estar based upon meaning and context. Ex. Choose ser or estar and conjugate correctly: Federico <u>está</u> cansado hoy. - Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. - Student will write a story, conjugating and using the preterit or the imperfect tense correctly. Ex. (prompt) ¿Qué hiciste durante tus vacaciones de verano? - Student will fill in a cloze exercise with the correct form of	En Español 3. McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	and actions Spanish and art			the verb. Ex. Choose the preterit or the imperfect and conjugate. Cuando (ser) <u>era</u> niña, Marta (caminar) <u>caminaba</u> a la escuela todos los días. Pero un día, ella (llegar) <u>llegó</u> en una moto. Student will practice conversation techniques formal/informal. Ex. Estás hablando con tu profesora. ¿Es mejor usar la forma de “tú” o la forma de “usted”? Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet In groups, students will perform a skit using the new vocabulary. Students will read a dialogue and answer vocabulary questions. Ex. ¿Es José calvo? ¿Cómo es Graciela? Students will create an art project or do research, using articles from news , magazines, or the Internet. Ex. ¿Quién es Pablo Picasso?	
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* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.

Unit 1 Chapter 2		¿Cómo me veo?				
	Key Terms	Standards*		Model Tasks		Tools & Text
¿Cómo me veo? (10-15 days) Subtopics: - Describe fashions - Talk about pastimes - Talk about the future - Predict	- verbs like “gustar” - por vs. para - future tense - future tense to express probability - the world of fashion	- Communications - Cultures - Connections	H	- Students will choose and conjugate verbs like “gustar” based upon meaning and context, and using indirect objects correctly. Ex. No me gusta Osvaldo mucho. La verdad es que a mí (encantar/molestar) <u>me molesta</u>. - Students will write a story using the future tense correctly. Ex. ¿Cómo será el mundo en el año 2050? - Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook	<u>En Español 3</u>, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be	
			M			
			L			

actions	• clothing, jewelry and accessories • famous Hispanic designers • the cultural role of fashion • math and Spanish	• Connections • Comparisons	questions. • Students will correctly choose between “por” or “para”. Ex. Nos vamos de vacaciones <u>por</u> un mes. Salimos para Las Vegas mañana. • Students will perform a skit using the new vocabulary. Ex. Students bring in five items of “ropa loca”. In groups of two or three, students will “model” the clothing and take turns describing the outfits to the class. • Students will read dialogues and answer vocabulary questions. Ex. Para no perder mis llaves, las pongo todas en un <u>llavero</u>. • Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet. • Students will practice math in Spanish. Ex. Prepare an annual clothing budget (presupuesto) in Spanish. • Students will create an art project or do research. Ex. ¿Cómo le da ayuda Oscar de la Renta a la gente dominicana?	approved)
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.		

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Unit 1 Chapter 3	¡Hay tanto que hacer!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Hay tanto que hacer! (12-15 days) - Talk about household chores - Say what friends do - Express feelings	- Reflexive verbs - Impersonal constructions with <i>se</i> - Reflexives used reciprocally - Saber/conocer	- Communications - Comparisons - Connections	N/A	- Students will choose and conjugate reflexive verbs based upon meaning and context. Ex. Después de ducharse, Ana (lavarse/maquillarse) <i>se maquilla</i>. Choose (saber/conocer). Ayer yo conocí a una chica bonita. - Students will write a story using reflexives correctly. Ex. Comic strip with a series of activities (six to eight reflexive verbs) to show how a cartoon character gets ready to go out and later on, gets ready for bed. - Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. - Students will perform a skit using the new vocabulary. Ex. Tu mamá necesita ayuda con los	<u>En Español 3</u>, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	- Famous Latin icons – Sammy Sosa and Tito Puente - Music – mambo and salsa - Reading excerpt of Sandra Cisneros <u>La casa en Mango Street</u>		quehaceres, pero tú quieres salir. Negocia cuáles de los quehaceres vas a hacer ahora, y cuáles harás más tarde. - Students will practice the impersonal “se”. Ex. In groups, students create a class rule and a poster to be displayed in the classroom using the “impersonal se”. “<i>Se habla español</i>”. - Students will read, discuss, answer questions about current events, history, etc. Ex. ¿Quién es Sandra Cisneros, Tito Puente, etc.? - Students will listen to mambo/salsa music.	
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Unit 2 Chapter 1	Pensemos en los demás				Tools & Text
	Key Terms	Standards*		Model Tasks	
Pensemos en los demás (12-15 days) - Say what you want to do - Make requests - Make suggestions	- Command forms - Nosotros commands - Speculating with the conditional - Pronoun placement with commands - Review of tú, Ud, and Uds. Commands (affirmative and negative forms) - Delegating responsibilities using commands - Community youth groups and contributions - Cultural differences for addressing adults and different segments of society – i.e. parents, friends, police, authority figures, and other family members	- Communications - Comparisons - Connections	N/A	- Students will practice writing commands based upon meaning and context. Ex. Make a chart of affirmative and negative commands. (Tú) <u>pon</u> la mesa, (Ud.) <u>ponga</u> la mesa, (Uds.) <u>pongan</u> la mesa, (nosotros) <u>pongamos</u> la mesa. Repeat with pronouns, negative commands: <u>ponla</u>, <u>no la pongas</u>, etc. - Students will practice real life situations with commands and practice conversation techniques formal/informal. Ex.: Order others to do silly commands. Give a command to a friend, <u>¡levántate!</u> <u>¡no te levantes!</u> Give a command to the class, <u>¡Canten "La Bamba"!</u> - Students will write an essay using the conditional tense correctly. Ex. (prompt): Si tuviera un millón de dólares, yo... - Students will practice the conditional tense in a receptive mode. Ex.: Listen to a song/poem in Spanish and fill in the conditional tense (missing words). - Students will perform a skit using the new vocabulary. - Students will read, discuss, answer questions about current events, history, etc. relating to public service and community involvement. <u>(reading selection</u>	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

				<i>on Rigoberta Menchú)</i>	
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Unit 2 Chapter 2	Un planeta en peligro				
	Key Terms	Standards*		Model Tasks	Tools & Text
Un planeta en peligro (12-15 days) - Say what should be done - React to the	- Present subjunctive with regular, irregular, and stem-changing verbs - More impersonal expressions - Present perfect	- Communications - Comparisons - Connections	N/A	Students will conjugate verbs in the present subjunctive and the present perfect subjunctive using impersonal expressions and based upon meaning and context. Ex. Es importante que tú (empezar) <i>empieces</i> la tarea./ Es increíble que ellos (estudiar) <i>hayan estudiado</i> toda la noche.	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials

ecology • React to others' actions	subjunctive • -uir verbs add a y in subjunctive form • Currencies • Recycling • Conservation • Environment	• Communications • Comparisons • Connections • Communities • Cultures		• Students will write an essay using the subjunctive tense correctly. Ex.: (prompt) Dale consejos a un(a) amigo/a con respeto al tener éxito en la escuela. Usa por lo menos cinco frases del subjuntivo. (Es necesario que...etc.) • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet • Students will perform a skit using the new vocabulary. Ex. You are going to Nicaragua. ¿Cuáles son algunas cosas que se observarán en el ambiente natural en tu viaje? • Students will listen to a dialogue and answer questions. Ex. "Escuchar" activity and workbook questions. • Students will read, discuss, research, answer questions about current events, history, etc. (<i>Nicaraguan volunteer reading teachers, "El grupo de los cien"; text</i>) ¿Qué unidad monetaria usarías en cada país centroamericano?	Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)
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Unit 2 Chapter 3	La riqueza natural				Tools & Text
	Key Terms	Standards*		Model Tasks	
La riqueza natural (9-12 days) - React to nature - Express doubt - Relate events in time	- Subjunctive with expressions of emotion - Subjunctive to express doubt and uncertainty - Subjunctive with <i>cuando</i> -cer verbs add a z in the subjunctive	- Communications - Comparisons - Connections	N/A	Students will conjugate verbs in the present subjunctive or the present indicative based upon meaning and context cues. Ex. Me alegro de que nosotros (ir) <u>vayamos</u> al Parque Nacional./ Yo no dudo que él (saber) <u>sabe</u> navegar bien./Bucearán hasta que (anochece) <u>anochezca</u>. Students will write a story using the subjunctive tense correctly. Ex. You are a camping expert. Give advice on what to do or what not to do for a successful	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third

	- Satire in Hispanic literature - Ecotourism - Costa Rican rainforest and conservation	- Communications - Comparisons - Connections - Communities - Cultures	campout. <u>Es necesario que lleves comida extra.</u> Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet Students will write definitions using the new vocabulary. Ex. Write 15 definitions using the new vocabulary. (¿Qué hay en tu cama? <u>Una manta.</u>) Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. Students will recognize uses of satire. Ex. (text) “Baby H.P.” Students will read, discuss, answer questions about ecotourism, environmental issues, etc. Ex. (text) “Un país de encanto”.	year students (Blaine Ray) (To be approved)
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Unit 3 Chapter 1	¡Al fin la graduación!				
	Key Terms	Standards*		Model Tasks	Tools & Text
¡Al fin la graduación! (9-13 days) - Describe personal celebrations - Say what people want - Link events and ideas in the past	- Imperfect subjunctive - Irregulars - Subjunctive with certain conjunctions -ger verbs change <i>g</i> to <i>j</i> in subjunctive - Subjunctive for expressing wishes, doubts, emotions in the past - Protocol for graduation ceremonies - Differences in school systems between US and Latin America	- Communications - Comparisons - Connections	N/A	Students will decide to conjugate verbs or to use the infinitive based upon meaning and context. Ex. Yo quiero que tú (escoger) <u>escojas</u> las flores./Yo quiero (escoger) <u>escoger</u> las flores. Students will write a narrative using the imperfect subjunctive tense correctly. Ex. Write about a time in the past when you disagreed with your parents. Tell what each person's wishes and desires were, using the imperfect subjunctive. Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. "Escuchar" activity and workbook questions. Students will perform a skit using the new vocabulary. Ex. (prompt) El día de mi graduación. Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	Readings of well-known Latin American authors			- Students will practice conversation techniques formal/informal. Ex. Conversación: (prompt) ¿Cuáles son las tradiciones de graduación en los Estados Unidos? ¿En tu familia? ¿En otros países? - Students will read, discuss, answer questions about poetry. (Text: “Ébano Real,” Nicolás Guillen)	
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Unit 3 Chapter 2	¡Prospero Año Nuevo!				Tools & Text
	Key Terms	Standards*		Model Tasks	
¡Prospero Año Nuevo! (10-15 days) • Talk about holidays • Hypothesize • Express doubt and disagree • Describe ideals	• Subjunctive for disagreement and denial • Conditional sentences (“If” clauses) • Subjunctive with nonexistent and indefinite • <i>Sembrar, recoger, educar</i> spelling changes in subjunctive	• Communications • Comparisons • Connections	N/A	• Students will conjugate verbs in the subjunctive, imperfect subjunctive, conditional, present indicative, and future tenses based upon meaning and context clues. Ex. No es verdad que toda la gente (saber) <u>sepa</u> la verdad./Si yo (tener) <u>tuviera</u> dinero, (ir) <u>iría</u> a España. • Students will write an essay using the conditional and the imperfect subjunctive tenses correctly. Ex. (Prompt): Si pudiera hacer cualquiera cosa, yo... • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. • Students will practice new vocabulary. Ex.: Play “Around the World,” or other competitive game, using the new vocabulary. • Students will practice conversation techniques formal/informal. ¿Qué pasaría? Students work cooperatively to invent four difficult situations, trade with another group, and answer them. (Ex.: Tú decidiste tener una fiesta cuando tus padres salieron. Había mucha gente en tu casa. De repente, recibiste una llamada—tus padres volvían. ¿Qué pasaría? <u>Si mis padres volvieran, yo...</u>)	En Español 3 , McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)
	• Art in the	• Communications • Comparisons • Connections • Communities • Cultures			

	- Caribbean - Masks of Puerto Rico - Salsa music - Singer: Chayanne			Students will experience hispanic culture. Ex. the students learn and practice salsa dance moves, make masks, translate one of Chayanne's songs.	
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Unit 3 Chapter 3	Celebraciones de patria				
	Key Terms	Standards*		Model Tasks	Tools & Text
Celebraciones de patria (12-16 days) Describe historic	- Subjunctive vs. indicative - Summary of the subjunctive – present, present perfect, imperfect subj.	- Communications - Comparisons - Connections	N/A	Students will conjugate verbs in the subjunctive, indicative, present perfect, or imperfect subjunctive correctly, based upon meaning and context. Ex. No es cierto que (ser) sea un día solemne./Es verdad que Mario	En Español 3. McDougal Littell and ancillaries Video series with text

- events • Make suggestions and wishes • Express emotion and doubt • State cause and effect	• Review: subjunctive phrases • Review: -zer verbs change z to c in subjunctive • Independence days throughout Latin America and in the U.S. • Holiday customs • Poet: José Martí	• Communications • Comparisons • Connections • Communities • Cultures		(venir) <u>viene</u>. /Siento que (terminarse) <u>se haya terminado</u> la celebración./Ella quería que todos (divertirse) <u>se divirtieran</u>. • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. • Students will perform a skit using the new vocabulary and practice conversation techniques formal/informal Ex. Explica a un(a) extranjero(a) cómo y por qué celebramos el cuatro de julio. • Students will read a cultural selection and answer comprehension questions. Ex. (text) “Una historia única”. • Students will read, discuss, and answer questions about current events, history, etc. Ex. Internet research: Choose a country in Latin America and answer questions about the type of government they have, and how it came about./Students will read/discuss the poem “Versos sencillos I” (text).	Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			

	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 4 Chapter 1	El próximo paso				Tools & Text
	Key Terms	Standards*		Model Tasks	
El próximo paso (12-16 days) - Describe your studies - Ask questions - Say what you are doing - Say what you were doing	- Interrogative words - Present progressive - Progressive with <i>ir, andar, seguir</i> - Past progressive	- Communications - Comparisons - Connections	N/A	- Students will choose and use the correct forms of interrogatives based upon meaning and context. Ex.: (Cuándo/cuál) ¿___ son tus dibujos favoritos? <u>cuáles</u> - Students will demonstrate the correct forms of the present/past progressive tenses based upon meaning and context. Ex. Esteban (dormir) <u>está durmiendo/estaba durmiendo/sigue durmiendo.</u> - Students will write a narrative using the past progressive/preterit tenses correctly. Ex. Tell about a time in the past when you were a child and you had a very good or very bad experience. How did you	En Español 3. McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	• Professional titles/ first name usage • Establishing professional relationships • South American culture • Author Jorge Luis Borges • Hand gestures			react? How did you feel? • Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet • Students will practice using the new vocabulary. Students practice conversation techniques formal/informal. Ex. In groups of two, take turns being a business owner and a potential employee. (Think about how to address each person. Who should use a title? Who should use a first name?) What characteristics does the employer need? What experience or personal characteristics make the employee the right person for the job? Create and perform a dialogue. • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. • Students will read, discuss poetry of Jorge Luis Borges. Ex. (Text) “Jorge Luis Borges” Escribe un poema que describe la persona que eres y tus sueños/Busca otro poema de Borges y escribe un resumen breve de la obra.	
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Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.
	Extension – for high achieving students. Required activities for all honors courses.	Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.	

Unit 4 Chapter 2	¿Cuál será tu profesión?				Tools & Text
	Key Terms	Standards*		Model Tasks	
¿Cuál será tu profesión? (12-16 days) - Talk about careers - Confirm and deny information - Express emotion	- Affirmative and negative expressions - Past perfect subjunctive - Conditional perfect “Si” clauses - Popular professions in the Spanish-speaking world - Career choices - Formulating	- Communications - Comparisons - Connections	N/A	Students will use affirmative and negative expressions correctly. Ex.: No conozco a (nada/nadie) <u>nadie</u> que estudie diseño./ ¿Hay (nadie/alguien) <u>alguien</u> en la clase que sepa italiano? Students will choose and conjugate verbs based upon meaning and context using the past perfect subjunctive and the conditional perfect tenses. Ex. Tú: No fui a la gala.	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia.

• s hypothe size	plans for the future	• Communications • Comparisons • Connections • Communities • Cultures		Compañero(a): Ojalá que tú (ir) <u>hubieras ido</u>. Si hubieras solicitado el empleo, lo (conseguir) <u>habrías conseguido</u>. • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and workbook questions. • Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet. • Students will write an essay using the new vocabulary. Ex.: ¿Cuál es tu profesión ideal? ¿Por qué? ¿Cuáles son las características que tienes que son buenas para la profesión? ¿Cuáles cosas tendrás que aprender o practicar? • Students will read, discuss, answer questions about current events, history, etc. Ex.: Internet research: What fields will have the most jobs available by the time you graduate from college? In the US? In Hispanic countries?/ (text) “Los jóvenes y el futuro”.	Extended readings for third year students (Blaine Ray) (To be approved)
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			

	Extension – for high achieving students. Required activities for all honors courses. Content: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. Process: Culturally based reading selections in the target language: literature including news/magazine articles, stories, poetry. Participation in the target language only. Product: Presentations, projects, performances, critical essays.
Evaluation	Formative Assessments: Checks for understanding, quizzes, homework review, rough drafts of essays. Benchmark tests: Unit tests I, II, midterm, Unit tests III, IV, final exam. Summative Assessments: Chapter tests, research papers/essays, midterm and final exams.

Unit 4 Chapter 3	Un mundo de posibilidades				Tools & Text
	Key Terms	Standards*		Model Tasks	
Un mundo de posibilidades (12-16 days) - Learn about Latin American economics - Avoid redundancy - Express possession - Express past probability	- Review of subject and stressed object pronouns - Review or possessive pronouns - Review of possessive adjectives - Future perfect tense	- Communications - Comparisons - Connections	N/A	- Students will conjugate verbs based upon meaning and context in the future perfect tense. Ex. Amigo #1: Pasaré para recoger el informe a las tres. Amigo #2: No sé si yo lo (terminar) <i>habré terminado</i>. - Students will demonstrate correct usage and forms of subject pronouns, stressed object pronouns, possessive adjectives, and possessive pronouns. Ex.: <i>Yo</i> tengo que salir, porque a <i>mí</i> me importa llegar a tiempo, y no quiero que <i>mis</i> amigos piensen mal de las acciones <i>mías</i>. Cuando <i>ellos</i> hablan del comportamiento de otras personas, prefiero que <i>el</i> <i>mío</i> sea impecable. - Students will practice	En Español 3, McDougal Littell and ancillaries Video series with text Teacher made practice materials Newspapers/magazines and related realia. Extended readings for third year students (Blaine Ray) (To be approved)

	• Job hunting process in South America • World products and production • Global economies • Saving money • Languages and their roots	• Communications • Comparisons • Connections • Communities • Cultures		conversation techniques formal/informal, using appropriate possessive pronouns in the correct form. Ex. Have each student place one personal item on a table. Take turns asking and answering whose item is whose. <u>¿Jennifer, es el libro tuyo, o es de Brian? No es el mío, tal vez es el suyo.</u> • Students will listen to stories/dialogues in Spanish and answer comprehension questions. Ex. “Escuchar” activity and textbook questions, “La producción mundial”. • Students will view scenes/answer questions using vocabulary in context. Ex. Ancillary video and accompanying packet. • Students will write definitions using the new vocabulary. Ex.: ¿Cuál es un producto que las vacas pueden comer? <u>El maíz</u> • Students will read, discuss, answer questions about current events, history, etc. Ex.: Internet research/newspaper articles. Choose a Latin American country and find out what its national exports/imports are. Is the economy of the country balanced? Why or why not?/How do people save money for retirement in the US? In Latin American countries? (text)/What are the differences between job hunting in the US and in Latin countries? (text)	
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				Students will read and answer questions about native cultures and how languages assimilate new words. Ex. (text) “Se hablan... ¡muchos idiomas!”	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanations of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction (before grading) , partner test.			
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