



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Spanish 3 Grade Level(s): 10-12 Units of Credit: 1 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 6 single Length of Period: 43 minutes Total Instructional Time: 129 hours
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Course Description

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of several places where the target language is spoken. The students will use both regular and irregular verbs to communicate in the present, past, imperfect, future, conditional, and command forms of the target language. Proper pronunciation and intonation will also be stressed.

Instructional Strategies, Learning Practices, Activities, and Experiences

vText/eBook Maps Songs Vocabulary Technology	Communication Activities Games Discussion SuperSite Access Via Internet	Videos Listening Activities Question/Answer White Boards iPads
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Assessments

Self-Directed Class Activities Quizzes Class Participation	Group Activities Tests Verbal Communication Activities	Homework Projects Written Communication Activities
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Materials/Resources

Primary Source: <u>Senderos 3</u> , Vista Higher Learning c.2018	Ancillary Source: <u>Senderos 3 SuperSite</u> , Vista Higher Learning c.2018	Technology: Audio Recordings, Interactive Online Assessments, Authentic Videos, Online Partner Chats
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Adopted: 01/27/1988

Revised: 09/03/1991, 07/21/1999, 08/17/05, 5/21/18

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Lesson: Nature	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about and discuss nature. • Talk about and discuss the environment. • Discuss recycling. • Discuss environmental conservation. • Express beliefs and opinions by using the subjunctive mood with verbs of emotion. • Express beliefs and opinions by using the subjunctive mood with verbs of doubt, disbelief, and denial. • Exchange information with others about the Andes Mountain Range. • Identify some important lakes in Latin America. • Identify author's purpose in a reading selection. • Write a letter or article in Spanish, defining the proper audience and purpose of the writing. • Recognize some details about Colombia's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Lesson: In the City	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about city life. • Discuss daily chores and errands. • Identify popular businesses and their locations. • Talk about money and banking. • Talk about basic interactions at a post office. • Request and provide directions in a neighborhood. • Give advice to others by using the subjunctive mood in adjective clauses. • Write basic sentences using common Spanish abbreviations. • Describe some information about transportation in a city. • Identify the narrator's point of view in a reading selection. • Read a story in Spanish and give an opinion about it. • Write an email in Spanish, avoiding redundancies. • Recognize some details about Venezuela's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Lesson: Health and Well-being	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize words and phrases about health and well-being. • Exchange some information about nutrition and a healthy diet. • Recognize phrases related to talking about trips. • Describe my well-being and the well-being of others. • Provide details about natural spas. • Recognize the health benefits of eating quinoa. • Exchange information about some popular beliefs about health in the Spanish-speaking world. • Talk about things I have done by using the present perfect tense. • Make inferences to better understand a text. • Read a short story in Spanish. • Create an outline to organize my ideas before writing. • Identify famous parks in several Spanish-speaking cities. • Discuss places to relax and deal with stress in Madrid, Spain. • Recognize some details about Bolivia's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Lesson: The World of Work	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about professions and occupations. • Discuss some details about professional work environments. • Recognize phrases related to talking about future plans. • Talk about plans for the future by using the future tense. • Exchange some information about César Chávez. • Express conjecture or probability. • Talk about what happened by some point in the future. • Identify similes and metaphors in a reading selection. • Explain the content of a poem intended for a Spanish-speaking audience. • Discuss contemporary problems in society, such as unemployment. • Talk about hours of work and time off in the Spanish-speaking world. • Recognize some details about the Dominican Republic's geography, history, and culture. • Recognize some details about Nicaragua's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Lesson: Art	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about fine arts. • Discuss television and film. • Recognize phrases related to talking about the arts. • Talk about getting engaged. • Make plans for the weekend. • Exchange information about Fernando Botero. • Identify facts about several artists from Spanish-speaking countries. • Use stylish devices to better understand author's point of view. • Read a few Spanish poems. • Write a composition in Spanish. • Discuss Mexican folktales and legends. • Discuss several art museums in the Spanish-speaking world. • Recognize some details about Honduras's geography, history, and culture. • Recognize some details about El Salvador's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>

Lesson: Current Events	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The students will be able to:</p> <ul style="list-style-type: none"> • Talk about current events. • Discuss politics and social issues. • Identify some contemporary forms of media. • Express delight or surprise. • Talk about past and future trips. • Discuss social protests in the Spanish-speaking world. • Identify and discuss some details about Hispanic political leaders. • Recognize the order of events to better understand the plot of a reading. • Explain the content of an excerpt from a Hispanic novel. • Write a composition in Spanish which includes a strong introduction and conclusion. • Identify some regulations and procedures about voting practices in Chile. • Discuss facts about the Puerto Rican population in the US. • Recognize some details about Paraguay's geography, history, and culture. • Recognize some details about Uruguay's geography, history, and culture. 	<p>COMMUNICATION COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES 1.1 ~ Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 ~ Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 ~ Presentational Communication: 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>CULTURES INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING 2.1 ~ Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 ~ Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>CONNECTIONS CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS 3.1 ~ Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 ~ Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>COMPARISONS DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE 4.1 ~ Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 ~ Cultural Comparisons: 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 COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD 5.1 ~ School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 ~ Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>