

<p><u>Grade/Course:</u></p>	<p>Spanish III <u>Course description:</u> This is a TPRS (Teaching Proficiency through Reading and Storytelling) course that reviews the structures learned in Spanish I and II, emphasizing the use of more complex styles of speech and writing. It will expand reading, writing, listening, and speaking in context mainly through the exploration of stories and conversations that increase in difficulty and utilize high-frequency vocabulary and grammar in Spanish with increased emphasis on writing and speaking.</p>
<p><u>Standards</u></p>	<p>ACTFL: Communications (interpersonal and presentational) Cultures (products, traditions, expressions) Connections (English, social studies) Communities (their family and friends) Comparisons (grammar, expressions, culture) Career education and work: 13.1.11 A. Relate careers to individual interests, abilities, and aptitudes. B. Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals. C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>ACTFL Proficiency Levels <u>Proficient:</u> Intermediate-Mid (Intermediate-High would be advanced) <u>Basic:</u> Intermediate-low <u>Below basic:</u> Novice-High</p>

<p>Big Idea:</p>	<p>In order to pass this course, students will be able to use the past tense, the future tense, and the conditional tense to have conversations, to understand information through reading and listening, and to write paragraphs about familiar topics in Spanish in context. This must be done without notes or any aids.</p>
<p>Pennsylvania Core Standards:</p>	<p>ACTFL standards and career and work standards (same as above)</p>
<p>Essential Questions: How can I use the top 250 most commonly used words in Spanish to communicate? How can I use Spanish to talk about events in the past, future, and conditional tenses? How can I ask and respond to complex questions in different time frames in Spanish? Am I able to write and understand original stories in the past, future, and conditional tenses? How can using common subjunctive sentences help me better communicate with native speakers of Spanish?</p>	<p>Understandings: Students will identify and use the 250 most commonly used words in Spanish. Students will listen to and discuss events occurring in the past tense, the future tense, and the conditional tense. Students will understand how to express comparisons in Spanish. Students will be able to ask questions in the past/future/and conditional tenses and respond to questions in those same tenses. Students will understand how to use the past, future, and conditional tenses and the 250 most commonly used words in Spanish to write a story. Students will be able to identify and understand how to use commonly used expressions/sentences in the subjunctive tense.</p>
<p>Knowledge: Vocabulary: (151-250 and other essential verbs and expressions) Unit 1 Unit 2 Unit 3 Grammar: Review of concepts from Spanish II, vocabulary, past tense, trigger words for the past tense, comparisons. Add more past verbs, most commonly used future and conditional verbs, and use some commonly used subjunctive sentences/expressions. They will not really learn the mechanics of the</p>	<p>Skills: Students will be able to:</p> <ul style="list-style-type: none"> ● communicate (speaking and writing) using the top 250 words in Spanish ● use direct and indirect object pronouns in context with increased accuracy ● write an original story in Spanish using various time frames (present, past, future, and conditional) with increased accuracy. ● write an 100+-word composition using the past/future/and conditional tenses in Spanish in context about familiar topics. ● tell or re-tell basic and more complex stories in the past/future/and conditional tenses in Spanish. ● read and comprehend a two-paragraph length story, article, or dialogue that contains the most commonly used words and the past/future/and conditional tenses in Spanish.

subjunctive, but rather just memorize a few key sentences and use them in context.
[Past tense list](#)
[Future and conditional list](#)
[Most commonly used subjunctive sentences](#)
Culture (foods, some countries, some popular Hispanic traditions and celebrations, common expressions)
Career/jobs:
 Analyze career options based on personal interests, discuss roles of individuals in the workplace, the use of Spanish, and how it relates to career choices. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

- understand a listening prompt that includes the most commonly used words and past/future/conditional tenses and most commonly used subjunctive sentences in Spanish.
- Identify and use some commonly used subjunctive sentences and expressions in Spanish.
- identify careers that relate to Spanish and to their personal interests, abilities, and aptitudes
- identify the use of Spanish in specific careers
- discuss and analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.
- identify and discuss some Hispanic foods, celebrations, traditions, and expressions

Assessment:

Holistic **proficiency-based assessments** that assess the four skills (reading, writing, listening, and speaking), not lists of words or basic translation nor conjugation, but rather being able to fully carry on a basic conversation or to present information in context. Rather than listening to individual words or isolated sentences, they should be able to listen to a short conversation, narration, or presentation in context and understand what they heard. Rather than reading and translating what they read, they should be able to do things like retelling the story they read in their own words, summarizing the story, giving their opinion using supporting information from the reading, analyzing and evaluating what they read. **Assessments must be completed without notes or aid, especially writing and speaking.**

Examples: Flipgrid video recording talking about themselves, telling a story, talking about someone else, interview with another person, writing an original story about a picture or a prompt, listening to or reading a story that includes the grammar and most commonly used vocabulary, and answering basic and more complex comprehension questions and tasks such as summarizing the story, giving it a creative alternative ending, or re-writing the story from a different perspective or tense.

In order to pass this course students must meet the following standards/objectives:

- Form correct sentences in Spanish** using this course’s vocabulary and grammar (present and past tense) correctly that make sense without any aids nor notes, and that are understandable to a native speaker.
- Write a 100+-word composition in the past, future, and conditional tenses, in Spanish, in context (makes sense) about various topics **without using any aids, translators, or notes.**

- Tell or re-tell (orally/speaking) a basic story in the past, future, and conditional tenses in Spanish (at least 8 sentences long that make sense) **without using any aids, translators, or notes.**
- Read and comprehend two-paragraph (or more) length story, article, or dialogue that contains the most commonly used words and the past, future, and conditional tenses in Spanish without using any aids, translators, or notes.
- Understand a listening prompt (single sentences and a paragraph) that includes the most commonly used words and past, future, and conditional tenses in Spanish without using any aids, translators, or notes.
- Understand and communicate comparisons
- Understand and ask basic questions in Spanish using present, past, future, and conditional tenses.

***Online:**

If it were to be held online or asynchronous, some of the resources that would be used are:

For listening or speaking:

- FlipGrid
- Schoology assessments with video and audio
- Podcasts
- Video/audio discussions and comments (through Schoology)
- Virtual rooms where they can have conversations and collaborate

For instruction:

- tutorial videos for each grammar topic made by the teacher
- YouTube (made by others)
- TeachVid
- Hyperdocs
- Peardeck
- Nearpod
- Quizzizz lessons (reinforces topics, has a lesson and at different points the students stop and perform a task)
- Virtual field trips

For reading:

- Actively Learn
- Google Doc created by the teacher
- Google Slides created by the teacher
- Newsela
- Storyjumper (read digital books)

For writing:

- Storyjumper (make digital books)
- Google Slides
- Powtoons
- Online cartoons/comics
- Padlet
- Discussions on Schoology
- Virtual Locker project
- Schoology Conferences or Zoom chat and digital board features
- Google Jamboard

For listening and interacting with materials:

- EdPuzzle
- Podcasts
- Teachvid (videos with activities)
- Recordings made by the teacher
- YouTube

For practice:

- Quizlet
- Schoology assessments
- Blooket, Gimkit, Kahoot (individual pace or as a whole class)
- Google Forms for formative assessments and practice activities.
- Wizer worksheets
- Quizzizz
- Padlet
- Kami
- Flippity (make free games and activities the students can play with your vocabulary/grammar)

Student presentations:

- Screencastify
- Fligrd
- Google Slides
- Podcasts
- Prezi
- Powtoons
- Virtual locker project
- Culture project (countries, foods, traditions/celebrations)