

Wilson Area School District Planned Course Guide

Title of planned course: Spanish III

Subject Area: World Languages

Grade Level: 10-12

Course Description: Year three Spanish. Review of basic concepts and introduction to intermediate-advanced concepts with emphasis on reading, writing, speaking and listening skills. Various Spanish speaking countries and cultures will be discussed and reported on in Spanish. Students will read and discuss poetry and short stories in Spanish and will study advanced grammatical structures. Various forms of media (audio, video, authentic printed resources) are used to enhance students' understanding of grammatical and cultural aspects in an authentic manner.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Stephen Campbell

Curriculum Map

August:

- Introduction
- Review of Spanish 2 concepts:
 - Present Indicative
 - People and places
 - Saber/conocer
 - Ser/estar
 - Reflexive verbs and the daily routine
 - Foods and restaurants
 - Making comparisons
 - Hispanic culture in the United States

September:

- Continued review of Spanish 2 concepts
 - Preterite Tense
 - Narrating events from the past
- Culture of Mexico
 - Foods
 - Archaeological ruins
 - Acuatic sports
 - Mexico, DF
- Outdoor recreation and nature
- Mexican landscape art and poetry

October:

- Discuss family connections
- Describe family beach vacations
- Skills and abilities
- Describe a place and it's climate
- Trips and transportation
- Narrating the past with imperfect
- Mexico's west coast
- Comparing the preterite and the imperfect
- Saber and conocer in the past
- Blending of cultures during colonial times

November:

- Analyze Latinamerican influence in various regions of the United States
- Volunteering
- Organizing people to do a project
- Persuading or influencing others
- Giving instructions, telling others what to do (formally and informally)
 - Commands
 - Using pronouns with commands
- Language of journalism and the media
- Make requests and recommendations
- Suggest that something be done using an impersonal expression
- Discuss the blending of cultures in art
- History of Latinamerican workers in the U.S. during the 20th century

December:

- Culture of Central America
 - Foods
 - Indigenous art
 - Archaeology
 - Landmarks and cultural symbols found in nature
- Discuss the impact of technology
- Future tense
- Environmental concerns and solutions.
- Por and para compared
- Discussing obligations and responsibilities

January:

- Present and support an opinion
- Express a point of view and make recommendations
- Use the subjunctive to show uncertainty
- American influence in Central America
- Art of Honduras
- Legacy of the Maya
- Describe admirable traits and professions

February:

- Suggest to others what to do
- Subjunctive to express hopes and wishes
- Sports in the Caribbean
- Music in the Caribbean
- Expanding language of professions
- Subjunctive to express doubt, denial, and disbelief
- Art in the Caribbean
- Subjunctive to express positive and negative emotion
- Culture of Andes: Ecuador, Peru, and Bolivia
 - Foods
 - Geography
 - Indigenous history

March:

- Language of personal computers and personal items
- Subjunctive to express what does and doesn't exist
- Subjunctive with conjunctions
- Art of the Andes
 - Precious metals
 - Indigenous art
- Language of recreation when traveling or studying abroad
- Say what would or would not happen with the conditional tense
- Music of the Andes
- Legacy of the Inca

April:

- Culture of Spain
 - Food
 - Life in the city
 - Traditional music and dance
 - Spanish portraits through different genres (realism, cubism, surrealism)
- In the home and in the neighborhood
- Architecture of Barcelona.
- Describe places and things with past participles as adjectives
- Present perfect to say what has happened

May:

- Culture of Spain
 - Historic cities (Granada, Toledo)
 - 16th century painting in Spain.
- Excursions
- Travel by train
- Using pluperfect to say what had happened before another past event
- Express what will have happened with perfect tenses
- Culture of Colombia and Venezuela
 - Foods
 - Agriculture
 - Geography
- Imperfect subjunctive mood
- Present perfect subjunctive mood
- Past perfect subjunctive mood

June:

- Review and prepare for final

Planned Course Materials

Course Title: Spanish 3

Textbook: ¡Avancemos! Level 3.
Holt McDougal. 2013.
www.holtmcdougal.com

Supplemental Books: ¡Avancemos! Level 3 Reading Accompaniment
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

Books:

¡Avancemos! series ancillary materials
Vox Spanish/English Dictionary
Barron's 501 Spanish Verbs
English Grammar for Students of Spanish
Schaum's Outlines Spanish Grammar 4th Edition
Amsco Español Esencial Series
Practice Makes Perfect Complete Spanish Grammar
Practice Makes Perfect Spanish Pronouns and Prepositions

Audio: ¡Avancemos! audio accompaniment

Video:

¡Avancemos! video accompaniment
Various cultural documentaries

Online:

<http://www.tomisimo.org>
<http://www.quizlet.com>
<http://www.conjugation.org>
<http://www.britannica.com/>
<http://online.culturegrams.com/world/index.php>
<http://countrystudies.us/>
<http://www.iexplore.com>
<http://www.xe.com/ucc/>
<http://www.lonelyplanet.com/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
[http://espanol.ucanr.org/Calendario/Major Holidays and Celebrations of Spanish-Speaking Countries.htm](http://espanol.ucanr.org/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries.htm)
http://fds.oup.com/www.oup.com/pdf/online_products/traditions.pdf
<http://www.mexonline.com/holiday.htm>
<http://www.ilcymex.com/mexican.htm>
<http://extensionenespanol.net/articles.cfm?articleid=117>
<http://www.red2000.com/spain/toros/history.html>
<http://www.sanfermin.com/old/2006/guia.php?lang=eng>
<http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
<http://www.turismo.navarra.es/eng/propuestas/san-fermines/desarrollo/encierro.htm>

<http://www.donquijote.org/culture/spain/bullfight/>
<http://www.hispanic-culture-online.com/semana-santa.html>
<http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
<http://www.easterbunnys.net/spanisheaster.htm>
http://www.questconnect.org/guat_semana_santa.htm
<http://www.usccb.org/liturgy/page2.shtml>
http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
<http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
<http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
<http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
http://books.google.com/books?id=qptZzAcoyT0C&pg=PA71&lpg=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nwA&hl=en&ei=JavMS4CFCIL78AaD-tHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratrdition.htm>
<http://www.mexonline.com/christmas.htm>
<http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
<http://www.inside-mexico.com/Revista.htm>
<http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
http://www.escuelai.com/spanish_magazine/christmas_spain.html
<http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
<http://www.nacnet.org/assunta/spa5may.htm>
http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
<http://www.mexonline.com/cinco-de-mayo.htm>
http://books.google.com/books?id=NkjXvKpESZgC&printsec=frontcover&dq=cinco+de+mayo&source=bl&ots=hA3_oQqQDt&sig=GuH61iNXS2RptvAp_Oj3ECUdbDI&hl=en&ei=Ma3MS-fbMYKB8gbruumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Fundamentals of Spanish

Time frame: 12 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Talk about what you and your friends do
 - Read a blog and identify people and activities
- Likes and dislikes, additional words like *gustar*
 - Describe photos and determine whether the people like the activities pictured
 - Complete sentences to accurately describe people's likes, loves, and interests
- Present tense
 - Write a paragraph about activities using regular verbs in the present tense
 - Complete sentences about where people are from, where they are now, and where they are going
- Use irregular *yo* forms in the present tense
 - Write a paragraph in the first person about a variety of activities they do
- Discuss stem-changes in the present tense
 - Complete sentences with the verbs correctly spelled
- Use verbs with both irregular *yo* forms and stem-changes (*decir, tener, venir*)
 - Engage in conversation about when you do various activities during the day
- Use vocabulary about common places (stores, other buildings, bus stop) to discuss people and places
 - Read and listen to a dialogue and identify the people and places
- Explain differences in present tense meanings of *saber* and *conocer*
 - Complete sentences, using contextual clues, to correctly use either *saber* or *conocer* in the present tense
- Explain differences in meaning of *ser* and *estar*
 - Outline the differences in *ser* and *estar*
 - Develop learning tools that can help remember the rules for *ser* and *estar*
 - Complete sentences, using contextual clues, to correctly use either *ser* or *estar* in the present tense
- Discuss your daily routine
 - Use reflexive verbs, with appropriate pronoun placement, to talk about your daily habits
 - Read a narration about a person's daily routine and identify activities
 - Discuss reflexive pronouns and how to place them in sentences
 - Write a paragraph about what people do throughout their day, using a combination of reflexive and non-reflexive activities
- Discuss time of day and sequence words
 - Listen to a narration of a person's daily routine and identify activities in order
- Talk about restaurants and their specialties and describe service and how food is cooked
 - Read restaurant reviews and summarize what you would expect at these places
- Make comparisons when things are unequal
 - Read paragraphs that compare things and paraphrase findings using an expression of inequality

- Make comparisons when things are equal
 - Complete a paragraph about people who are alike.
 - Write sentences comparing different foods and their flavors.
 - Engage in conversation by comparing different activities and things.

Extensions: Write 2 restaurant reviews comparing the quality of service and food of 2 restaurants of similar type

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
- Warmup

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Outdoor Adventures in Mexico

Time frame: 12 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss the following cultural elements of Mexico
 - Explain differences in tamales, enchiladas and tacos
 - Explore the archaeological ruins of the Yucatan Peninsula
 - Research the variety of recreational activities on Mexico's Baja peninsula and the Pacific coast
 - Watch a video tour of Mexico city
 - Read an essay about various ecological parks in Mexico
 - Watch a video about the Maya ruins found near the beach resorts of the Yucatan peninsula
 - Read an essay about Monarch butterflies and the migration between the U.S. and Mexico
 - Watch a video about monarchs and their connection to the Day of the Dead
 - Watch a video about beach destinations on Mexico's Pacific coast
 - Read an article about the cliff divers of Acapulco
 - Discuss the idea of social and racial blending in the Americas during Spanish colonialism, as seen through artwork of the 17th and 18th century
- Discuss the recreational activity of camping
 - Identify the variety of specialized equipment needed to enjoy a camping trip
 - Follow instructions and act out the tasks involved in camping
 - Match items with the associated activity
 - Engage in conversation in which students discuss personal preferences with regards to the outdoors
 - Complete true/false sentences to build understanding of vocabulary
 - Answer questions in writing about outdoor activities when camping
 - Read letters about planning a camping trip and identify vocabulary terms used
- Narrate events in the past using the preterite tense
 - Listen to a narration about what people did on a camping trip in the past. Match the person with the activity.
 - Complete a paragraph that discusses what people did in the past.
 - Engage in conversation that describes photos of what people did in the past.
 - Complete a narration by using the correct preterite forms.
- Use irregular and stem-changing preterite verbs
 - Write a paragraph about what people did this past week
 - Engage in question/answer conversation about how people camped
 - Write a paragraph narrating an outdoor adventure
- Discuss landscapes of Mexican muralist Gerardo Murillo
 - Identify elements of Mexico's landscape in the artists work
 - Read a paragraph about the artist and his style
- Read nature poetry by Octavio Paz

- Discuss extended family (in-laws, great-grandparents/children)
 - Look at a family album and read about family relationships
 - Read a blog entry and follow clues to create a family tree for a fictional person
 - Listen to a description of a beach vacation with family. Identify the family members and what they did
- Expand vocabulary of a beach vacation, aquatic sports and activities, and excursions
 - Match terms to form logical connections
 - Ask and answer questions about what people did and where while on a beach vacation
- Discuss differences in the verbs *saber* and *conocer* in the preterite
 - Complete a dialogue by employing either *saber* or *conocer* according to context
- Use the imperfect tense, adding advanced nuance
 - Listen to a narration of past beach vacations and identify what the people used to do
 - Complete a paragraph about past beach vacations by employing the imperfect tense
 - Write a paragraph describing pictures of people who were doing a variety of aquatic and beach activities
- Compare the use of the imperfect and the preterite in storytelling
 - Read a story that demonstrates how background information uses the imperfect but single interruptions use the preterite
 - Retell or summarize a story using verbs in the preterite or imperfect as necessary
 - Write sentences about what was going on when the action got interrupted
 - Read an extended dialogue and answer comprehension questions that require either the preterite or the imperfect as needed

Extensions:

- Create an itinerary and a list of supplies for a camping trip in one of Mexico's natural areas
- Explore the regulations, necessary documentation and accommodations required for this trip

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
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- Projects
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Materials & Resources:

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- Textbook ancillaries
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Assessments:

- Formative assessment
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- Written project or performance
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Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Volunteering Around the Latino Community

Time frame: 12 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss Spanish and Latin-American influence in the culture of the United States
 - Look at census data and explain the geographical locations where large concentrations of Latinos are found
 - Identify the country of origin of large Hispanic populations around the United States
 - Investigate different Hispanic celebrations around the U.S.
 - Puerto Rican day parade
 - Three Kings day parade
 - Day of the Dead Chicago
 - Read about the history of Latinos in the agriculture industry
 - Read an article about César Chávez and the movement for farm workers' rights
 - Research examples of how Latinos are important to agriculture around the country
 - Watch a documentary about the history of Spanish occupation of the western U.S. and the Spanish approach to colonization with missions
 - Identify art, music and food of Latino influence around the country
 - Investigate websites of various art museums or exhibits that focus on the work of Latinos
 - El Museo del Barrio, NYC
 - National Museum of Mexican Art, Chicago
 - Investigate US artists who were influenced by Latin-American artists
 - Investigate Latin-American artist who were influenced by US artists
 - Research Latin-American musicians and how they have given back to the community through charitable foundations
- Discuss organization, collaboration and delegation when organizing volunteer activities in the community
 - Investigate different places in need of volunteers
 - Read about fundraising, budgeting and publicity
 - Listen to instructions from an event coordinator and determine to whom tasks are delegated
 - Use cues to complete sentences about who completed what responsibilities in the planning of a volunteer activity
 - Read professional letters in which people solicit advertising for publicity of a volunteer event and answer comprehension questions
- Make polite requests with *podría*
 - Engage in conversation asking people to do a variety of tasks
- Make affirmative and negative tú commands
 - Use commands to suggest to people how to help in the community

- From a list of tasks, use affirmative and negative commands based on whether the task is something a person should do or not
- Make affirmative commands in the *usted*, *ustedes* and *nosotros* forms
 - Graphically organize types of commands and how to form them
 - Read examples of advertisements and compare types of commands
 - Use *ustedes* commands to tell people what to do to have fun at the beach
 - Use *nosotros* commands to suggest to a group of friends what you should do for volunteering activities
 - Read an extended dialogue and identify what people had to do
- Discuss journalism and the media
 - Define parts of a newspaper and other publications
 - Read a guide to television programs and answer comprehension questions
- Use direct object pronouns, indirect object pronouns and double object pronouns with commands
 - Read a letter and explain to whom or what the pronouns are referring
 - Rewrite sentences in which you replace people and things with pronouns
 - Engage in conversation where pronouns are used with commands

Extensions: Organize a community service activity, collaborate with fellow classmates, recruit people from the Spanish-speaking community, raise funds if necessary, and complete the work of their choice. Utilize an existing school club

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
- Warmup

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: The Future of Our Planet (and Central America)

Time frame: 12 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss cultures of the Central American countries
 - Read about Native American history of the region
 - Investigate artisan crafts such as fabric designs
 - Read about archaeological activities in the region
 - Watch a variety of short documentaries about the Mesoamerican peoples of Central America
 - Discuss the unique geography of Central America
 - Research volcanoes
 - Research Lake Nicaragua
 - Read an article about endangered species in Central America
 - Read about natural landmarks, elements of nature and animals of Central America and how many are considered national symbols
 - Discuss symbols on Latin American flags and how many contain images from nature
 - Discuss the relationship of the US with various Central American countries
 - Research the production and exportation of bananas
 - Watch a documentary about the Panama Canal
 - Discuss art from Central America
 - Research and analyze 20th century primitivist art
- Expand vocabulary of nature to include environmental issues, causes and solutions to environmental problems, and natural disasters
 - Students will create a slide show to demonstrate understanding of environmental terms
 - Match like terms to complete vocabulary phrases
 - Use new verbs to make commands about how to save and protect the planet
 - Read an essay about the state of environmental issues in Central America and answer comprehension questions
 - Engage in conversation asking and telling how to solve a variety of environmental problems
 - Watch a documentary about the classic Maya civilization and the theory that environmental problems contributed to the decline of the civilization
- Use the future tense
 - Discuss and explain special rules when forming the future tense
 - Describe photos explaining what people will do in the distant future
 - Discuss how the future is used to talk about wonder, possibility and probability in the present tense
 - Use prompts to engage in conversation asking and speculating about what is going on
 - Read a short story that demonstrates the use of the future tense
 - Answer comprehension questions using the future tense

- Use prompts and pictures to write a paragraph about what the future will be like
- Discuss differences in por and para
 - Outline philosophy and rules for use of por and para
 - Analyze sentences and decide if por or para would be the best fit
 - Complete a paragraph using por and para correctly
- Discuss responsibilities in the workplace, expressing opinions and marketing of products
 - Complete a paragraph with the appropriate vocabulary terms
 - Create commands using new vocabulary
 - Read a description of a new product and answer comprehension questions
- Use the present subjunctive tense
 - Explain how to conjugate verbs in the present subjunctive
 - Discuss stem-changes, orthographic changes and irregulars in the present subjunctive
 - Complete sentences by conjugating a variety of verbs into the present subjunctive
 - Use the present subjunctive with impersonal expressions
 - Give opinions about photos using personal expressions and the present subjunctive
 - Engage in conversation asking why and giving opinions on why we should be responsible with the environment
 - Using prompts, give advice using impersonal expressions and the subjunctive to tell someone what to do when undertaking a trip abroad
 - Read a Mesoamerican legend (“La tristeza del maya”) that uses the present subjunctive and impersonal expressions in dialogue
 - Identify characters
 - Discuss how the use of the subjunctive mood contributes to the plot
 - Discuss the moral or message of the legend and how it relates to the natural world

Extensions: Students will create a dramatic portrayal of a Mesoamerican legend and present or record the play.

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
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Materials & Resources:

- Textbook
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Assessments:

- Formative assessment
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- Classroom participation
- Classwork and homework edited and graded
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Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Caribbean Sports and Other Heroes

Time frame: 16 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss the tradition of baseball in Puerto Rico, Dominican Republic and Cuba
 - Watch a video of the history of baseball in the Caribbean
 - Watch a video of modern-day baseball culture in the islands, and the youth preparation, selection and recruiting process
 - Watch highlights of baseball in Spanish
 - Expand vocabulary by looking at extensive lists of baseball terms
 - Read a paragraph about Roberto Clemente
 - Discuss batting average and other statistics in baseball
 - Discuss the influence of Latin Americans in Major League Baseball
- Discuss music and art of the Caribbean
 - Read a paragraph about Juan Luis Guerra, his life and work
 - Watch and listen to the music of various Cuban and Dominican musicians, how they have influenced the culture of their country and the culture of the US
 - Read about artists Amelia Peláez and Oscar Ortiz and their styles that take from and contribute to the culture
 - Look at modern day artists and how they share art and make a living in the digital age
- Expand vocabulary of personal characteristics and describing people
 - Describe family and friends according to personality traits, important qualities in others, and unattractive qualities
 - Based on the description provided, use vocabulary terms to write sentences about people's traits
 - Read descriptions of people and answer true/false questions about them
 - Describe people according to vocation using an expanded list of jobs and careers
 - Compare terms and match traits with professions or tasks
 - Based on the descriptions of people, decide which profession would be best for them
 - Write sentences explaining what qualities are important for certain professions
- Use different types of superlatives, making comparisons, and absolute superlatives with *más* and *menos*
 - Students will write sentences giving their opinion on the most/least/best/worst in given categories
- Use the present subjunctive with verbs of hope
 - Explain the use of verbs like *ojalá*, *desear*, *esperar* and *querer* with the present subjunctive
 - Complete sentences by conjugating verbs in the first and second clauses into the appropriate present tense mood
 - Create and engage in a conversation about your parents' and other family members expectations for how to behave and what to do to be helpful

- Read a dialogue about two people anticipating a hurricane in Puerto Rico where the conversation uses verbs of hope
- Use the present subjunctive with verbs of influence
 - Explain how verbs like *aconsejar*, *dejar*, *mandar*, *prohibir*, etc. call for the use of the subjunctive
 - Read a paragraph, filling in missing verbs to continue practicing present subjunctive conjugation
 - Engage in conversation using verbs of influence to persuade people to do things
- Use the present subjunctive with verbs of doubt
 - Explain how personal and impersonal expressions of doubt are a call for the subjunctive
 - Listen to a recording of people using expressions of doubt and answer basic comprehension questions
 - Determine from a variety of sentences whether doubt is implied or expressed in the first clause, and whether to use the subjunctive in the second clause
 - Read letters in which verbs of doubt are used and answer comprehension questions
 - Write sentences, using cues about the people and situations described in the letters above
- Use the present subjunctive with verbs of emotion
 - Explain how our feelings about a situation can call for the subjunctive in the second clause
 - Given a list of situations, explain how one would logically feel about each situation and write sentences that use the subjunctive
 - Read a dialogue and fill in missing words with the indicative or subjunctive as necessary
- Complete an extensive review of clauses that require the subjunctive
 - Review present indicative alongside the subjunctive
 - Practice conjugating verbs into different moods depending on the scenario
 - Complete web-based tutorials and demonstrations
 - Complete web-based quizzes that use a variety of primary clauses including:
 - Impersonal and personal expressions of:
 - Hope
 - Influence
 - Emotion
 - Doubt
 - Fill in the missing words of larger essays with either the indicative or subjunctive

Extensions:

- Option 1: Act out a job interview in which candidates must explain their position and describe traits that would make them good for a certain job.
- Option 2: Act out a baseball game. Students will take turns announcing the game using appropriate vocabulary.

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

- Textbook
- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
- Warmup

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Ancient vs. Modern in the Andes Region

Time frame: 8 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Discuss the shared and individual cultures of the Andes countries: Ecuador, Perú, Bolivia
 - Watch several videos about life in the Andes:
 - History of the Inca
 - Travel to major tourist areas in the Andes
 - Indigenous lifestyles that are still practiced today
 - The Lake Titicaca area and communities found there
 - Read about precious metals and the history of metalworking in the region
 - Take a virtual trip to the Museum of Precious Metals
 - Read an article about the indigenous art of Tigua, Ecuador
 - Take a virtual tour of the area in and surrounding Tigua
 - Identify geographical features of the Andes
 - Identify animals and plants that are indicative and form part of the culture of this region
 - Read an article about traditional Andean instruments
 - Listen to a variety of people playing these instruments:
 - Listen to traditional style
 - Listen to people who have modernized and fused these instruments into contemporary jazz and hip hop
- Expand vocabulary of technology in the home and office
 - Instruct people on navigating the web and connecting to the world through modern technology hardware and software
 - Review affirmative and negative tú commands to help instruct others
 - Define technology terms by matching words with their descriptions
- Use the present subjunctive with conjunctions: *A fin de que, Antes que, A menos que, Con tal que, En caso que, Para que, Sin que*
 - Explain how conjunctions show doubt or uncertainty
 - Complete sentences with the logical conjunction
 - Read an essay that uses a variety of conjunctions and answer comprehension questions
 - Write sentences, observing when to use the indicative and when to use the subjunctive according to context
- Use the present subjunctive with the unknown
 - Fill in missing words in a paragraph with the appropriate subjunctive form
 - Write sentences using the present subjunctive with the unknown
- Expand vocabulary of school and campus life while studying abroad: making friends, finding common interests, taking in the culture of the city
- Discuss differences in qué and cuál

- Engage in conversation that requires students to identify or select certain things using the questions qué and cuál
- Use the conditional tense to discuss potential or hypothetical situations
 - Compare the conditional tense conjugation to that of the future tense
 - Review irregulars in the future tense and apply them to the conditional
 - Write sentences saying what people would do
 - Using cues, determine what people would do in a given situation

Extensions:

- Research and present the legacy of the Inca empire, and investigate the variety of places where ancient culture can be found throughout the high regions of South America
- Discuss what life is like and how people have maintained their way of life for thousands of years

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
- Online self-graded activities

Materials & Resources:

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- Textbook ancillaries
- Special department workbooks
- Worksheets
- CD player
- DVD player
- Projector
- Various apps and online tutorials

Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
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Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: A Cultural Tour of Spain

Time frame: 12 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Expand vocabulary to discuss life in a modern Spanish city: parts of an apartment, stores and important places
 - Complete sentences by identifying what you need to use and where you need to go to complete certain everyday tasks in Spain
- Explore the architecture of Antoni Gaudí throughout Barcelona
 - Read an article about Parc Guell
 - View the Parc Guell website and identify the design elements
 - Watch a video about the life and work of Antoni Gaudí and summarize his accomplishments
 - Take a virtual tour of some of the other buildings in Barcelona that were designed by Gaudí
- Use past participles as adjectives
 - Describe a variety of things using past participles and observing the correct number and gender
 - Write sentences to describe pictures, using past participles as adjectives
 - Engage in conversation:
 - Person A uses phrases of hope or influence with the subjunctive and person B says that the task is already done
 - Take turns telling each other about the state that your house was left this morning
 - Introduce perfect tenses.
 - Explain compound tenses and compare to English
 - Why they are used and what they communicate
 - How to form the present perfect using *haber* + past participle
 - Compare past participles as adjectives vs. when used in perfect tenses
 - Listen to a conversation about what people have done recently. Identify the correct picture and summarize the events using the present perfect
 - Read short newspaper announcements that utilize the present perfect and answer comprehension questions
 - Watch a Spanish short documentary that utilizes the present perfect and complete comprehension questions
- Explore flamenco music, its history and how it has influenced other genres
 - Listen to several different examples of traditional flamenco, flamenco jazz, flamenco rock and flamenco fused with hip-hop, rap, funk and reggae
 - Compare examples of modern American music that samples flamenco
- Explore different time periods and genres of portrait painters essential to Spain's culture
 - Compare artists like Francisco de Zurbarán, Diego Velázquez and Francisco de Goya to 20th century artists like Pablo Picasso and Salvador Dalí
- Discuss train travel in Spain and Europe

- Determine a route for touring Spain
- Investigate key points of interest like Madrid, Granada, Sevilla and Toledo
 - Watch videos and view websites that outline different attractions in Spanish cities
 - Discuss the history of Toledo over the past 2000 years or more
 - Read an article about the rulers of Toledo throughout its history, build a timeline and answer comprehension questions
 - Take a virtual tour of the various museums and historic buildings of Toledo
- Expand vocabulary for travel by train
 - Look at train schedules and maps
 - Ask and answer questions about how to ride by train in a Spanish-speaking country
 - Write a paragraph giving instructions to help someone how to get around Barcelona
 - Read a paragraph about the sites of Toledo and answer comprehension questions
- Use the past perfect (pluperfect) tense
 - Compare the past perfect to the present perfect in English and discuss why and how it should be used
 - Students generate examples in English that would employ the past perfect tense
 - Write sentences using the past perfect, practicing irregular past participles and reflexive verbs
 - Use the words *ya* and *todavía* with the past perfect
 - Given a sequence of events, write sentences that use the past perfect
- Use the future perfect tense
 - Compare to English. Discuss how the future perfect in Spanish has additional uses:
 - Say what will have happened
 - Say when you wonder what happened
 - Say when you guess or speculate about what happened
 - What may have happened
 - What must have happened
 - What should have happened
 - Read an itinerary and write sentences about what people will have done by a certain time
- Discuss the painter el Greco and his connection to the city of Toledo
 - View a variety of paintings by el Greco
 - Explore web sites and critiques of el Greco's work

Extensions:

- Plan a train tour of Spain
- Build an itinerary, determine a route and times, decide on accommodations and budget and build a must-see list!

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
- Cooperative learning
- Group work
- Partner activities
- Games
- Individual practice
- Worksheets
- Warm-ups
- Projects
- Multimedia activities
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Materials & Resources:

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Assessments:

- Formative assessment
- Vocabulary quiz
- Written test
- Written project or performance
- Listening assessment
- Classroom participation
- Classwork and homework edited and graded
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Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: Work and School in Colombia and Venezuela

Time frame: 4 blocks

State Standards: 12.1.S3, 12.3.S3, 12.5.S3

Essential content/objectives with core activities: At the end of the unit, students will be able to:

- *Note: Content and objectives are marked with a dark bullet*
 - *Core activities are marked with a light bullet*
- Investigate and discuss the following cultural elements of Colombia and Venezuela:
 - The Andes mountain region of Colombia and Venezuela
 - The Amazon jungle region of Colombia and Venezuela
 - The beaches and plains of Colombia and Venezuela
 - Typical foods: Arepas, Sancocho and badeja paisa
 - Life and accomplishments of historical and cultural figures like Simón Bolívar, Shakira, Hugo Chávez, Gabriel García Márquez, J. Balvin
 - The Orinoco River and its importance
 - The production of Colombian coffee
 - The cities of Medellín, Bogotá, Caracas, Ciudad Bolívar
 - Life and accomplishments of Hugo Chavez
 - Las playas y los llanos de Colombia y Venezuela
- Expand vocabulary of school and work activities
 - Compare daily schedules of students and answer comprehension questions
- Use the imperfect subjunctive
 - Review present subjunctive and compare to imperfect subjunctive
 - Review preterite tense in the third person plural, focusing on stem changes and irregulars
 - Observe how imperfect subjunctive formation is related to the preterite in formation.
 - Practice conjugating a variety of verbs into the imperfect subjunctive
 - Write sentences about what people wanted others to do
 - Engage in conversation asking and answering what people suggested and recommended for excursions
 - Read an advice column letter and response that employs the past subjunctive. Answer comprehension questions
- Use the subjunctive of perfect tenses
 - Discuss the present subjunctive of the verb haber
 - Explain the past subjunctive of the verb haber
 - Use the subjunctive of haber with past participles
 - Listen to a report of how people at a school have made changes. Use the subjunctive to offer your reactions about the changes that have been made.
 - Read about decision people made between two choices. Express your disapproval and engage in conversation about what you wish they had done.

Extensions:

- Read a short story or excerpt by Gabriel García Márquez
- Present a biography of the author, what he is known for, his contributions to literature and a summary and analysis of the story

Remediation:

- Use online flashcard sets and related practice activities for vocabulary and grammatical points
- Tutoring

Instructional Methods:

- Direct instruction
- Teacher notes
- Listening/writing activities
- Repetition
- Guided interpersonal conversations
- Slideshows
- TPR
- Modeling
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Materials & Resources:

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Assessments:

- Formative assessment
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