

## Wilson Area School District Planned Course Guide

**Title of planned course:** Spanish III Honors

**Subject Area:** World Languages

**Grade Level:** 10-12

**Course Description:** Year three Spanish provides an increased focus on advanced grammar and vocabulary, themed writing and Spanish immersion in the classroom. Review of basic concepts and introduction to advanced concepts with emphasis on reading, writing and listening skills in preparation for the AP Spanish course and exam. 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 complex grammatical structures. Various forms of media (audio, video, authentic printed resources) are used to enhance students' understanding of grammatical and cultural aspects. A large portion of the class will be instructed in Spanish, students will be required to speak only Spanish during certain classes.

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

**Curriculum Writing Committee:** Tyler Graffius

# Curriculum Map

## August/September:

- Course Introduction
- Talk about yourself and friends
- Describe about daily life and routine
- Talk about people and places you know
- Make comparisons
- Review of grammar fundamentals
  
- Nature and geography of Mexico
- Describe a camping and nature
- Talk about what you did with friends

## October:

- Sports, art and regions of Mexico
- Talk about family vacations
- Discuss activities, skills and abilities
- Describe a place and its climate
  
- US LatinX art and culture
- Describe volunteer activities
- Organize people to do a project
- Persuade or influence others

## November:

- US LatinX music and celebrities
- Make requests and recommendations
- Express opinions
- Talk about media and the community
  
- Geography and endangered species of Central America
- Discuss the impact of technology
- Express environmental concerns and possibilities
- Make predictions and discuss cause and effect

## December:

- Native art and the environment in Central America
- Discuss obligations and responsibilities
- Present and support an opinion
- Express a point of view and make recommendations
  
- Athletes and singers from the Insular Hispanic Caribbean
- Describe people and their professions
- Tell others what to do
- Express wishes and desires

**January:**

- Art and heroic figures of the Insular Hispanic Caribbean
- Describe people and things
- Express doubt, denial and disbelief
- Express positive and negative emotions

**February:**

- Indigenous peoples of the Andean countries
- Talk about personal items
- Talk about requirements
- Express what does and doesn't exist
  
- Music and geography in the Andean countries
- Express what would or would not happen
- Report what someone said
- Talk about the day's activities

**March:**

- Architecture and music in Spain
- Talk about the neighborhood
- Describe places and things
- Say what has happened  
The regions of Spain
- Modern and traditional aspects of Spanish culture
- Describe an excursion
- Express what will have happened
- Talk about the history of a place

**April:**

- Television and celebrations in Venezuela and Colombia
- Relate what others wanted you to do
- Express past assumptions and emotions
- Discuss work and school activities
  
- Art and education in Colombia and Venezuela
- Talk about career possibilities
- Hypothesize about will/would happen
- Narrate events in the past

**May/June:**

- Books, movies and art in Chile
- Discuss and critique literature
- Talk about what you were doing in the past
- Link events and ideas
  
- Writers and theatre of the Southern Cone
- Read and interpret a short play
- Talk about unplanned occurrences
- Express opinions about a text

## Wilson Area School District Planned Course Materials

**Course Title:** Spanish 3 Honors

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

**Supplemental Books:** ¡Avancemos! Level 3 'Cuaderno: Práctica por niveles'  
¡Avancemos! Level 3 'Lecturas para todos'  
Holt McDougal. 2014.  
www.holtmcdougal.com

**Teacher Resources:**

**Books:**

¡Avancemos! Level 3 'Teacher Resources for Pre-AP'  
¡Avancemos! Level 3 'Integrated Performance Assessments'  
¡Avancemos! Level 3 'Unit Resource Books' (1-8)  
¡Avancemos! Level 3 'Conversation cards'  
¡Avancemos! Level 3 'On-Level Assessment'  
¡Avancemos! Level 3 'Modified Assessment'  
¡Avancemos! Level 3 'Pre-AP Assessment'  
¡Avancemos! Level 3 'Heritage Learners Assessment'  
Vox Spanish/English Dictionary  
Barron's 501 Spanish Verbs

**Audio:**

¡Avancemos! audio accompaniment

**Video:**

¡Avancemos! video accompaniment  
Various cultural documentaries

**Online:**

www.duolingo.com  
www.quizlet.com  
www.conjugation.org  
www.wordreference.com  
www.countrystudies.us

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Lección preliminar: Una vida ocupada - *A Busy Life*

**Time frame:** 5 blocks

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

- Talk about themselves and friends
- Describe about daily life and routine
- Talk about people and places you know
- Make comparisons

**Core Activities:** Students will complete/participate in the following:

- Review of vocabulary, with pronunciation practice and repetition
- Review of 'gustar', with guided practice
- Review of regular and irregular verbs, with guided practice
- Review of reflexive verbs, with guided practice
- Review of comparisons, with guided practice
- Listen to and interpret audio recordings related to unit content
- Textbook vocabulary and grammar practice exercises
- 'Back to School' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice

**Extensions:**

- Duolingo
- Additional cultural research expansions related to food and art

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:** Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 1, Lección 1: Vamos a acampar - *Enjoying the Outdoors*

**Time frame:** 5 blocks

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

- Talk about outdoor activities with family
- Talk about nature and the environment
- Talk about what they did with friends
- Talk about the nature and geography of Mexico

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to camping, nature and pastimes, with pronunciation practice and repetition
- Review of preterite-tense verbs, with guided practice
- Research Mexican nature and geography
- Read and interpret an eco-tourism travel brochure
- Listen to, discuss, and recreate a dialogue
- Watch video of Octavio Paz, then listen to and analyze his poems
- Listen to and read an email conversation and write a response
- Write and present about what you did this summer using the preterite
- Listen to and interpret audio recordings related to unit content
- Read and answer questions about migratory butterflies
- Textbook vocabulary and grammar practice exercises
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice

**Extensions:**

- Duolingo
- Read and compare other literary works (Neruda, Borges, Paz)

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Written and oral presentation (slideshow) of what students did that summer

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 1, Lección 2: Vamos a la playa - *Let's go to the Beach*

**Time frame:** 5 blocks

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

- Talk about family vacations
- Discuss activities, skills and abilities
- Describe a place and its climate
- Talk about sports, fine art and family relationships in Mexico
- Make cultural comparisons between two Mexican regions

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to family vacations and activities, skills and abilities, with pronunciation practice and repetition
- Review of imperfect-tense verbs, with guided practice
- Review of when to use the preterite and imperfect, with guided practice
- Read a blog post, short graphic novel and a dialogue about a young person's family and leisure activities and answer comprehension and analysis questions
- Partner activities; interview about family members- use Spanish to find classmates who have nieces, great-grandparents, in-laws, etc.
- Read and write about similarities and differences in Mexico D.F. (Federal District) and the Northeast/Monterrey
- Read about art and sports in Mexico
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Duolingo
- Research and report current events and/or artists in Mexico from Spanish print resources (online editorials, magazines, newspapers)
- Watch a film excerpt *Como Agua Para Chocolate* after Reading story excerpt by *Laura Esquivel*

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects



**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 2, Lección 1: ¡Es hora de ayudar! - *It's Time to Help!*

**Time frame:** 5 blocks

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

- Talk about LatinX culture in the Northeast, West Coast, and central states of the United States and identify Latin American art museums
- Describe volunteer activities
- Organize people to do a project
- Persuade or influence others

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to volunteer activities, with pronunciation practice and repetition
- Review of informal commands, with guided practice
- Review of formal commands, with guided practice
- Presentation of 'vosotrxs' and 'nosotrxs' commands, with guided practice
- Read and analyze letters written to a TV station
- Read about César Chávez and the farmworkers movement
- Read, listen to and discuss a dialogue between volunteers
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Create a storyboard (after reading *Bosquejo*) to make a commercial in Spanish about volunteer activities or events or to persuade someone to participate in a cause
- Perform or use iMovie (or other video editor) to act out a storyboard

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Create a persuasive poster to encourage volunteerism

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 2, Lección 2: ¿Cómo nos organizamos? - *How Do We Organize*

**Time frame:** 5 blocks

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

- Make requests and recommendations
- Express opinions
- Talk about media and the community
- Discuss US LatinX artists, music and celebrities

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to the community and the media, with pronunciation practice and repetition
- Review of pronoun use with commands, with guided practice
- Review of impersonal expressions with infinitives, with guided practice
- Read newspaper clippings about US LatinX individuals
- Read, listen to and analyze an interview for a school newspaper
- Watch video of *Carlos Santana* and compare with other US LatinX artists
- Listen to Hispanic music (from the United States)
- Read 'Las mañanitas' by Sandra Cisneros
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Find a preferred Spanish music artist and translate and share a song by that artist with the class
- Write a summary of one chapter (vignette) from *House on Mango Street (La Casa en Calle Mango)* by *Sandra Cisneros*
- Use the internet to research Spanish magazines and newspapers in the United States, bring an article from *El Nuevo Herald* or *El Diario* to summarize and share with the class

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Write a short newspaper article for the school newspaper

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 3, Lección 1: ¿Cómo será el futuro? - *How Will the Future Be*

**Time frame:** 5 blocks

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

- Discuss the impact of technology
- Express environmental concerns and possibilities
- Make predictions and discuss causes and effects
- Talk about nature in Central America

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to the community and the media, with pronunciation practice and repetition
- Presentation of the future tense, with guided practice
- Review/presentation of the uses of “por” and “para”, with guided practice
- Read and analyze two Panamanian students’ reports about environmental issues
- Read and discuss a dialogue about working as a volunteer
- Read and watch videos about natural resources in Central America
- Read “La mejor edad” by Carlos Balaguer
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice worksheets
- ‘Conversation Cards’ speaking practice
- Watch and discuss the end of Unit “Gran Desafío” video

**Extensions:**

- Read about patriotic symbols for Central American countries
- Choose a Central American author to write a biography on or a summary on one of his/her works

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Short essay about the future

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 3, Lección 2: Por un futuro mejor - *For a better future*

**Time frame:** 5 blocks

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

- Discuss obligations and responsibilities
- Present and support an opinion
- Express a point of view and make recommendations
- Compare artists of Central America
- Discuss ways to protect the environment in Central America

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to obligations and responsibilities, with pronunciation practice and repetition
- Review of the present subjunctive of regular verbs, with guided practice
- Review of the present subjunctive of irregular verbs, with guided practice
- Read and analyze a technical pamphlet about a student-invented air purifier
- Read and analyze an ad seeking student presenters for a conference
- Read, listen to and discuss a dialogue about the benefits of a new invention
- Read and watch videos about the Panama Canal
- Read “La tristeza del maya”, an ancient Mayan fable
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice worksheets
- ‘Conversation Cards’ speaking practice
- Watch and discuss the end of Unit “Gran Desafío” video

**Extensions:** Report on an ancient civilization (Mayan, Incan, or Aztec).

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects



**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 4, Lección 1: ¿Quién te inspira? - *Who Inspires You?*

**Time frame:** 5 blocks

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

- Describe people and their professions
- Discuss how certain individuals are inspiring
- Tell others what to do
- Express wishes and desires

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to personal characteristics and professions, with pronunciation practice and repetition
- Review of the subjunctive with 'ojalá' and verbs of hope, with guided practice
- Presentation of the subjunctive with verbs of influence, with guided practice
- Read and analyze a character list for a TV program
- Read and analyze the first scene of a TV program
- Read and listen to a dialogue taking place during the filming of the TV program
- Read and watch videos about famous Latin American athletes and musicians
- Read "El sueño de América" by Esmeralda Santiago
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Connect with math to discuss baseball statistics for well-known, inspirational baseball players
- Read a short story by a Latin American author

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Short composition using the unit's subjunctive phrases

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 4, Lección 2: ¿Quiénes son los héroes? - *Who are your heroes?*

**Time frame:** 5 blocks

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

- Describe people and things
- Express doubt, denial, and disbelief
- Express positive and negative emotions
- Discuss heroes in the acquisition of independence in Puerto Rico and the Dominican Republic
- Analyze artwork from Caribbean artists

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to describing people and expressing emotions, with pronunciation practice and repetition
- Presentation of the subjunctive with verbs of doubt, with guided practice
- Presentation of the subjunctive with verbs of emotion, with guided practice
- Read and analyze an opinion article in a school newspaper
- Read and analyze several short 'letters to the editor' from a school newspaper
- Read, listen to and discuss a dialogue about preparing for a photo essay
- Read and watch videos about Caribbean artists
- Read and watch videos about Caribbean independence leaders
- Read "La ñapa" by Julia Álvarez
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Write a biography on *Celia Cruz, Juan Luis Guerra, or Roberto Clemente*
- Create a travel brochure with landmarks and popular destinations OR research and present on current events in the Insular Hispanic Caribbean

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Short composition using subjunctive expressions of doubt and emotion

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 5, Lección 1: Comunicación internacional - *International Communication*

**Time frame:** 5 blocks

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

- Talk about personal items and requirements
- Express things that do and do not exist
- Research and describe indigenous Andean communities and their artefacts
- Analyze paintings by indigenous artists
- Discuss international organizations and their role in the Spanish speaking world

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to travel and international relations, with pronunciation practice and repetition
- Presentation of the subjunctive with conjunctions, with guided practice
- Presentation of the subjunctive with unknowns, with guided practice
- Read and analyze a series of messages received by a Peruvian student
- Read and analyze a page from the UN website on a youth conference
- Read, listen to and discuss a dialogue taking place at a youth conference
- Read and watch videos about Andean indigenous communities and art
- Read “La ciudad de los mapas” by Edmundo Paz Soldán
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice worksheets
- ‘Conversation Cards’ speaking practice
- Watch and discuss the end of Unit “Gran Desafío” video

**Extensions:**

- Research and discuss indigenous languages
- Visit and explore the UNESCO website in Spanish (The United Nations Educational, Scientific and Cultural Organization)
- Research and report on: *Franklin Briones (Ecuador)*, *Tania Libertad (Perú)*, *Mario Vargas Llosa (Perú)*, *Claudia Cornejo (Bolivia)*, or other Andean artists

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 5, Lección 2: Nuevos amigos, nuevas oportunidades  
- *New Friends, New Opportunities*

**Time frame:** 5 blocks

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

- Express what would or would not happen
- Report what someone else said
- Talk about the day's activities
- Discuss archeological sites in Peru

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to daily activities and group discussions, with pronunciation practice and repetition
- Presentation of the conditional tense, with guided practice
- Presentation of how to use reported speech, with guided practice
- Read and analyze a blog post about a UN conference
- Read and analyze a leisure time activity guide
- Read, listen to and discuss a dialogue taking place at a UN conference
- Read and watch videos about indigenous Andean instruments
- Read and watch videos about the natural and man made wonders of Perú, etc.
- Read "Los incas ajedrecistas" by Ricardo Palma
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Examine a 360 degree photograph (using the explorer360.org) of Machu Picchu in Peru- look up other panoramas (for example Easter Island in Chile) for comparison
- Create a map of Andean countries and label the capitals, important archeological sites and landmarks

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects



**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Composition using the conditional tense

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 6, Lección 1: La vida en la ciudad - *Life in the City*

**Time frame:** 5 blocks

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

- Talk about the neighborhood
- Describe places and things
- Say what has happened
- Discuss the architecture and music of Spain

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to apartments/homes and city living, with pronunciation practice and repetition
- Review of past participles used as adjectives, with guided practice
- Review of the present perfect tense, with guided practice
- Read and analyze a comic strip about life in Madrid
- Read and analyze an interview with the comic strip's author
- Read, listen to and discuss a dialogue between the author and her family
- Read and watch videos about Spanish architecture and music
- Read "Manolito Gafotas" by Elvira Lindo
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:** Connect with art history by researching and analyzing famous paintings by Velázquez, Dalí and Picasso.

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Short composition using the present perfect tense

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 6, Lección 2: Fuera de la ciudad - *Outside the City*

**Time frame:** 5 blocks

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

- Describe a rural excursion
- Express what will have happened
- Talk about the history of a place
- Discuss modern and traditional aspects of Spanish culture
- Identify the regions of Spain

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to travelling by train and cultural excursions, with pronunciation practice and repetition
- Review of the past perfect tense, with guided practice
- Presentation of the future/conditional perfect tenses, with guided practice
- Read and analyze a travel guide for Toledo
- Read and analyze historical information about Toledo
- Read, listen to and discuss a dialogue about how a day was spent in Toledo
- Read and watch videos about Spain's autonomous communities
- Read "Romance sonámbulo" by Federico García Lorca
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Compare modern Spain and traditional Spain
- Research recent events in Spanish history and present on or write about them

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts
- Short composition using the future present tense

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 7, Lección 1: Recuerdos - *Memories*

**Time frame:** 5 blocks

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

- Relate what others wanted you to do
- Express past assumptions and emotions
- Discuss work and school activities
- Talk about celebrities in Colombia and Venezuela

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to planning for the future and events, with pronunciation practice and repetition
- Presentation of the imperfect subjunctive, with guided practice
- Presentation of the subjunctive of perfect tenses, with guided practice
- Read and analyze a schedule of students' daily activities
- Read and analyze a letter written to an advice columnist
- Read, listen to and discuss a dialogue about the letter to the advice columnist
- Read and watch videos about television and celebrations in Colombia/Venezuela
- Read "La luz es como el agua" by Gabriel García Márquez
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Connect with music and read about (and watch videos with) *el joropo* and *la cumbia*
- Discuss / research the Latin American literary genre of 'magical realism' and/or read other short stories of the genre

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 7, Lección 2: Nuevos principios - *New beginnings*

**Time frame:** 5 blocks

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

- Talk about career possibilities
- Hypothesize about what will/would happen
- Narrate events in the past
- Discuss art and education in Colombia and Venezuela

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to pursuing a career, with pronunciation practice and repetition
- Presentation of “si” clauses, with guided practice
- Presentation of the sequence of tenses, with guided practice
- Read and analyze classified ads for job openings
- Read and analyze the résumé of someone applying for a job
- Read, listen to and discuss a dialogue with the school counselor about careers
- Read and watch videos about art and education in Colombia and Venezuela
- Read “El Esqueleto de Visita” by Evelio Rosero Diago
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice worksheets
- ‘Conversation Cards’ speaking practice
- Watch and discuss the end of Unit “Gran Desafío” video

**Extensions:**

- Research and read further about postsecondary education opportunities in South America
- Compare the sequence of tenses in Spanish with those in English

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects



**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 8, Lección 1: Cuentos y poesía - *Short Stories and Poetry*

**Time frame:** 5 blocks

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

- Discuss and critique literature
- Talk about what you were doing in the past
- Link events and ideas using conjunctions
- Discuss books, movies and art

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to discussing and critiquing literature, with pronunciation practice and repetition
- Presentation of the past progressive tense, with guided practice
- Presentation of conjunctions and compound sentences, with guided practice
- Read and analyze a 'micro cuento' (a very short story)
- Read and analyze a poem with handwritten critiques
- Read, listen to and discuss a dialogue between writers discussing literature
- Read and watch videos about Hispanic literature and film
- Read an excerpt of "Ardiente Paciencia" by Antonio Skármeta
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- 'Cuaderno' written vocabulary and grammar practice worksheets
- 'Conversation Cards' speaking practice
- Watch and discuss the end of Unit "Gran Desafío" video

**Extensions:**

- Connect with earth science / geography by researching how seasons are different in the Northern/Southern hemispheres
- Research Pablo Neruda, his life and his literary legacy
- Write a short essay critiquing a poem or short story

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts

## Curriculum Scope & Sequence

**Planned Course:** Spanish III Honors

**Unit:** Unidad 8, Lección 2: El drama - *Theatre*

**Time frame:** 5 blocks

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

- Read and interpret a short play
- Talk about unplanned occurrences
- Express opinions about a text
- Discuss writers/theatre of the Southern Cone

**Core Activities:** Students will complete/participate in the following:

- Presentation of vocabulary related to theatre and interpreting plays, with pronunciation practice and repetition
- Presentation of “se” for unintentional occurrences, with guided practice
- Review of uses of the subjunctive, with guided practice
- Read and analyze four excerpts from a play by Adela Basch about Cristóbal Colón, entitled “Colón agarra viaje a toda costa”
- Read and watch videos about theatre in Argentina and Chile
- Textbook vocabulary and grammar practice exercises
- Listen to and interpret audio recordings related to unit content
- ‘Cuaderno’ written vocabulary and grammar practice worksheets
- ‘Conversation Cards’ speaking practice
- Watch and discuss the end of Unit “Gran Desafío” video

**Extensions:** Read further about famous authors of Argentina and Chile.

**Remediation:**

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

**Instructional Methods:**

- Direct instruction for new vocabulary and grammar concepts
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

**Materials & Resources:**

- Textbook
- Textbook ancillaries and worksheets
- Textbook audio/video materials
- Projector
- Google apps
- Kami
- EdPuzzle
- Flashcards

**Assessments:**

- Vocabulary quiz
- Unit test including vocabulary and grammar concepts