

**Course Title:** Spanish III

**Topic/Concept:** Review of Spanish II

**Time Allotment:** 4 weeks

**Unit Sequence:** 1

**Major Concepts to be learned:**

1. Recall the vocabulary from Spanish Two
2. Review sentence order and general sentence structure
3. Practice speaking and pronouncing -getting "Spanish mouth" back

**Expected Skills to be demonstrated:**

1. Recognize and identify previous vocabulary units
2. Pronounce vocabulary correctly
3. Translate english to spanish and spanish to english
4. Communicate orally in the target language

**PA Standards/Anchors:**

**Eligible Content:**

12.1.2.A  
12.1.2.B  
12.1.2.C  
12.1.2.D  
12.1.2.E

- Relating the Spanish grammar to the English equivalent
- Writing drills to review vocab and sentence structure
- Q and A for listening and speaking practice
- Reading paragraphs to synthesize all past information into a meaningful unit

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Role Play  
Games-songs-flashcards

Lecture  
Hands-on activity  
Note Taking

- Multiple written quizzes
- Oral quizzes

Course Title: Spanish III

Topic/Concept: VERB TENSE: Future Tense

Time Allotment: 2 weeks

Unit Sequence: 2

**Major Concepts to be learned:**

1. When to use each tense-what time period it refers to
2. The english translation of each tense
3. The conjugation of each tense in each of the 6 boxes
4. The pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tenses correctly
2. Use the different tenses in sentence and paragraph structures
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tenses accurately and appropriately
5. Translate the tenses to proper english grammar

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A	12.1.3.B
12.1.3.C	12.1.3.D
12.1.3.E	12.1.3.F

- Relate the tenses to their English equivalents
- Use the tenses in sentences
- Use specific tense with new supporting vocab (el.....que viene)(proximo)

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Problem solving activities  
Lecture  
Written work  
Hands-on activity  
Role Play  
Note Taking  
Games-flashcards-songs

- Written tests
- Oral quizzes

Course Title: Spanish III

Topic/Concept: por and para

Time Allotment: 3 weeks

Unit Sequence: 3

**Major Concepts to be learned:**

1. How por and para translate in English
2. The multiple uses of por and para
3. Specific expressions that go with "por"

**Expected Skills to be demonstrated:**

1. Pronounce the 2 words correctly
2. Distinguish and differentiate between por and para
3. Recognize and identify which word to use depending on what the speaker is trying to convey

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Translating the words in por and para in sentence structure
- Using the words por and para to convey very different meanings
- Choosing the correct "for"
- Listing the uses of para
- Giving many examples of each word
- Creating their own examples of each
- Memorizing the por expressions

**Instructional Strategies:**

**Assessments:**

Problem solving activities  
Written work  
Oral drills

Lecture  
Note Taking

- Written tests
- Oral to written exam

**Course Title:** Spanish III

**Topic/Concept:** Maya-Inca-Aztec Indians

**Time Allotment:** 2 weeks

**Unit Sequence:** 4

**Major Concepts to be learned:**

1. Basic understanding of ancient civilizations
2. Focus on the primary differences and some of the similarities between the 3 groups of indigenous peoples
3. See how they influenced life as we know it today
4. What area of central and south america each group occupied

**Expected Skills to be demonstrated:**

1. Distinguish the difference between the 3 groups of indians
2. Locate what areas of current spanish speaking countries the indigenous people occupied
3. Identify main structures that remain today and label them as Incan, Mayan or Aztec

**PA Standards/Anchors:**

**Eligible Content:**

12.3.3.A  
12.3.3.B  
12.3.3.C

- We will watch documentary movies
- We will discuss influences from these ancient civilizations
- We will discuss similarities and differences between the 3 groups of people

**Instructional Strategies:**

**Assessments:**

Lecture  
Group discussion  
Movies

- Written quizzes

Course Title: Spanish III

Topic/Concept: Car-Flight-Verb Infinitives

Time Allotment: 5 weeks

Unit Sequence: 5

**Major Concepts to be learned:**

1. Translate the vocabulary words from English to Spanish and Spanish to English
2. Proper pronunciation of the words
3. Use the words in sentences
4. Q and A with the new words

**Expected Skills to be demonstrated:**

1. Pronounce the words correctly
2. Use the words correctly in written sentences
3. Identify the words in spanish
4. Translate the words to english
5. Recognize how a verb would be irregular when doing the infinitive lists (as a review from the past 3 years)
6. Form oral Q and A with the new vocab

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E

- Listening drills where the students identify and interpret the vocab words
- Reading the words in context of paragraph and translating to english
- Filling in the blanks with the appropriate new vocab word in written sentences
- Q and A using the new vocab words

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Written work  
Note Taking  
Bingo-memory-written races-mnemonic devices

Lecture  
Role Play

- Written quizzes
- Oral quizzes

Course Title: Spanish III Topic/Concept: Ferdinand the Bull Story/Clifford the Big Red Dog story/article from People in Espanol

Time Allotment: 6 weeks -2 weeks per story/article

Unit Sequence: 6

**Major Concepts to be learned:**

1. Thoroughly understand a story upon translation
2. Be able to translate a children's story written entirely in spanish
3. Build on vocabulary through repetition of certain words in the stories

**Expected Skills to be demonstrated:**

1. Make a story flow in it's translation-as if reading a book in English (not choppy)
2. Translate the conjugated verbs in the appropriate tense
3. Identify vocabulary words out of context of the story

**PA Standards/Anchors:**

**Eligible Content:**

- 12.1.3.A
- 12.1.3.B
- 12.1.3.C
- 12.1.3.D
- 12.1.3.E

- Translate the stories using all their Spanish knowledge from the past 3 years
- Learn new vocabulary and review all the old words through repetition
- Focus on the different tenses used throughout the stories and article
- Concentrate on the sentence order and how it is usually different than sentence structure in English

**Instructional Strategies:**

**Assessments:**

- Cooperative groups
- Lecture
- Note Taking
- Game with the vocabulary

- Comprehension test of the story or article
- Vocabulary quiz of the new words
- Tense identification quiz

**Course Title:** Spanish III

**Topic/Concept:** Destinos video story

**Time Allotment:** 1 week

**Unit Sequence:** 7

**Major Concepts to be learned:**

1. Have a basic idea of what is happening in a telenovela after viewing it several times
2. Identify characters in the telenovela and be able to relate their issues to someone in english
3. Figure out the scenario by piecing information and vocabulary words together

**Expected Skills to be demonstrated:**

1. Identify words in the spoken language and interpret them
2. Discuss events that are happening in the characters lives
3. Give specific details discussed in the spoken dialogues
4. Recall specific dates of major occurrences in Mexican culture

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E

- Listen to the telenovela multiple times and figure what is happening and who each of the characters is
- Learn specific dates and geographical and historical events according to the dialogues among the characters
- Hear commonly known words spoken by an ethnic speaker
- Learn new vocab words from the context and the scenario

**Instructional Strategies:**

**Assessments:**

Written work  
Movie

- Study guide to fill in the missing important facts as we watch the telenovela
- Vocabulary quiz after the study guide is filled in and discussed adequately

**Course Title:** Spanish III

**Topic/Concept:** weekly complete conjugation review and tests

**Time Allotment:** 4 weeks

**Unit Sequence:** 8

**Major Concepts to be learned:**

1. Complete conjugations in every indicative tense in Spanish
2. Pronunciation of every tense
3. English translation of each tense

**Expected Skills to be demonstrated:**

1. Form verbs in all tenses in the Spanish language
2. Translate the tenses correctly to English
3. Pronounce the conjugated verbs correctly
4. Use the verbs appropriately in written and oral forms

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.D  
12.1.3.E

- Relate the indicative tenses to their English equivalents
- Translate the verbs to English
- Use the verbs in sample phrases to identify the tense and explain the use of the tense better
- A practice verb will be given on Monday and the test will be Friday for 10 weeks
- We will start with a regular -ar/then regular -er/regular -ir/stem-changer/spelling changer/ser/ir/tener/querer/poner/

**Instructional Strategies:**

**Assessments:**

Lecture  
Note Taking

- Weekly complete conjugation tests of every tense in the indicative mode- a verb is given that is similar to the one practiced on Monday-the verb is usually new and has never been seen before, but they can apply their knowledge of the different tenses

**Course Title:** Spanish III

**Topic/Concept:** Conditional Tense

**Time Allotment:** 2 weeks

**Unit Sequence:** 9

**Major Concepts to be learned:**

1. When to use the tense and the time period it refers to
2. The english translation of the tense
3. The conjugation of each tense in each of the 6 boxes
4. Pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tense correctly
2. Use the tense in sentence and paragraph structures
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tenses accurately and appropriately
5. Translate tenses to proper English grammar

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Relate the tense to the English equivalent
- Use the tense in sentences
- Use specific tense with new supporting vocab (si)

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Note Taking

- Written tests
- Oral quiz

**Course Title:** Spanish III

**Topic/Concept:** Present Perfect

**Time Allotment:** 2 weeks

**Unit Sequence:** 10

**Major Concepts to be learned:**

1. When to use the tense and what time period it refers to
2. The english translation of the tense
3. The conjugation of the tense in each of the 6 boxes
4. Correct placement/order of the 2 words that form the tense
5. Pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tense correctly
2. Use the tense in sentence and paragraph structure
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tenses accurately and appropriately
5. Translate tenses to proper English grammar

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Relate the tense to the English equivalent
- Use the tense in sentences
- Recognize the difference between Helping Verb and past participle and how each contributes to the meaning of the tense
- Use specific tense with new supporting vocab (ya)
- Use the past participle as an adjective
- Learn all irregular past participles (irregular and irregular because of the accent on the letter "i")

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Role Play  
Note Taking

- Written exam
- Oral quiz

**Course Title:** Spanish III

**Topic/Concept:** Past Perfect

**Time Allotment:** 2 weeks

**Unit Sequence:** 11

**Major Concepts to be learned:**

1. When to use the tense and the time period it refers to
2. The english translation of the tense
3. The conjugation of the tense in each of the 6 boxes
4. Correct placement of the helping verb and the past participle
5. Pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tense correctly
2. Use the tense in sentence and paragraph structure
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tense accurately and appropriately
5. Translate tenses to proper English grammar

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Relate the tense to the English equivalent
- Use the tense in sentences
- Recognize the difference between the helping verb and the past participle
- Use specific tense with supporting vocab (cuando-por)
- Use the past participle alone as an adjective
- Learn all the irregular past participles

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Role Play  
Note Taking

- Written test

**Course Title:** Spanish III

**Topic/Concept:** Future Perfect

**Time Allotment:** 2 weeks

**Unit Sequence:** 12

**Major Concepts to be learned:**

1. When to use the tense and the time period it refers to
2. The english translation of the tense
3. Conjugation of the tense in each of the 6 boxes
4. Correct placement of the helping verb and the past participle
5. Pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tense correctly
2. Use the tense in sentence and paragraph structures
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tense accurately and appropriately
5. Translate the tenses to proper english grammar

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Relate the tense to their English equivalent
- Use the tense in sentences
- Recognize the difference between the helping verb and the past participle and how each contributes to the meaning of the tense use the past participle as an adjective
- Learn all the irregular past participles

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Role Play  
Note Taking

- Written test
- Reading comprehension test

**Course Title:** Spanish III

**Topic/Concept:** Conditional Perfect

**Time Allotment:** 2 weeks

**Unit Sequence:** 13

**Major Concepts to be learned:**

1. When to use the tense and the time period it refers to
2. The english translation of the tense
3. Conjugation of the tense in each of the 6 boxes of the chart
4. Correct placement of the helping verb and the past participle
5. Pronunciation of each conjugated verb

**Expected Skills to be demonstrated:**

1. Pronounce the tense correctly
2. Use the tense in sentence and paragraph structure
3. Distinguish and differentiate between all the tenses learned thus far
4. Conjugate the tense accurately and appropriately
5. Translate sentences to english

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E  
12.1.3.F

- Relate the tense to the English equivalent
- Use the tense in a sentence
- Recognize the difference between the helping verb and the past participle
- Use specific tenses with new supporting vocab
- Use the past participle as adjectives
- Learn all the irregular past participles

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Note Taking

- Written test
- Oral comprehension quiz

**Course Title:** Spanish III

**Topic/Concept:** Final Review and Final Test

**Time Allotment:** 2 weeks

**Unit Sequence:** 14

**Major Concepts to be learned:**

1. Conjugations of all tenses in the indicative mode
2. Various vocab lessons
3. Synthesis of past and present information

**Expected Skills to be demonstrated:**

1. Conjugate the verbs appropriately in each of the tenses
2. Translate the conjugated verbs to english
3. Form sentences with all the vocab and verbs from the past 3 years
4. Recall sentence and question order
5. Pronounce words correctly with proper stress
6. Synthesize all previous and current knowledge to a more advanced level than had been achieved in the past 2 years-more details and more advanced verb structures

**PA Standards/Anchors:**

**Eligible Content:**

12.1.3.A  
12.1.3.B  
12.1.3.C  
12.1.3.D  
12.1.3.E

- Relate the verbs, vocab and sentence structure to the English equivalents
- Translate the vocab words and conjugate the verbs to make meaningful sentences
- Oral drills to practice pronunciation
- Form questions and answers for basic communications skills

**Instructional Strategies:**

**Assessments:**

Cooperative groups  
Lecture  
Written work  
Note Taking  
Games-flashcards

- Final exam broken into sections-3 pages per day for approximately one week-general grammar concepts and vocab
- Listening section of final exam-oral comprehension