

Lección 4A

Language and Level / Grade	Spanish 3 (4A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Recuerdos del pasado /Memories of the past		
Essential Question	How does one's identity develop over time?		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • have a simple conversation on a number of everyday topics • present songs, short skits, or dramatic readings • prepare materials for a presentation • understand the main idea of what they listen to for personal enjoyment • understand accounts of personal events or experiences 		
Summative Performance Assessment <i>How will learners demonstrate what they know and how well they understand the goals of the unit. What activities will be used throughout the unit? How will the teacher encourage and assess learning? How will the teacher incorporate 21st century learning skills? How will the teacher incorporate technology? How will the teacher incorporate the 4Cs? How will the teacher incorporate the 4Cs? How will the teacher incorporate the 4Cs?</i>	Interpretive Mode		
	Reading I can understand text about what people used to do as a child. I can understand text about what things were like in the 20th century.		Listening I can understand a recorded description or video about what someone was like as a child.
	Presentational Mode Speaking - I can retell a children's story. Written - I can write a simple story that took place in the past.		Interpersonal Mode I can talk about what I played with as a child. I can talk about what someone was like as a child.

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Name <i>toys, animals and places</i> Discuss <i>things you did when you were young.</i> Explain <i>actions from your childhood</i> Describe <i>what someone was like as a child</i>	Imperfect tense Indirect object pronouns	Toys, animals, and places Childhoods activities Childhood behaviors Personality traits
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 4B

Language and Level / Grade	Spanish 3 (4B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Recuerdos del pasado / Memories of the past		
Essential Question	How does one's identity develop over time?		
Goals	<p>Learners will be able to:</p> <p>have a simple conversation on a number of everyday topics</p> <p>talk about people, activities, events, and experiences</p> <p>write about people, activities, events, and experiences</p> <p>understand the main idea of what I listen to for personal enjoyment</p> <p>understand the main idea of and a few supporting facts about famous people and historic events</p>		
Summative Performance Assessment	Interpretive Mode		
	<p>Reading</p> <p>I can understand the main idea and a few supporting facts about Mexican Independence Day / OR holidays in the Spanish speaking word (quinceañera, etc...)</p>		<p>Listening</p> <p>I can understand a recorded description or video about a special event that someone attended.</p>

	<p>Presentational Mode</p> <p>Speaking - I can describe special events that I have attended</p> <p>Written - I can write about a celebration that I attended.</p>	<p>Interpersonal Mode</p> <p>I can talk with someone about what happens at special events.</p>
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Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <p>Talk <i>about manners and customs</i></p> <p>Describe <i>people and how they get along</i></p> <p>Discuss <i>special events</i></p> <p>Ask and answer questions <i>about events that took place in the past</i></p>	<p>Preterite versus imperfect</p> <p>Reciprocal actions</p>	<p>Manners and customs</p> <p>People</p> <p>Special events</p> <p>Discussing the past</p>
Resources		Technology Integration
<p>Realidades textbook</p> <p>Authentic audio/visual resources</p>		<p>Realidades supersite</p> <p>Blogger</p> <p>Language Lab</p> <p>Online resources</p>

Lección 5A

Language and Level / Grade	Spanish 3 (5A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	En las noticias / In the news		
Essential Question	What environmental issues pose challenges to societies throughout the world?		
Goals	Learners will be able to: start, maintain, and end a conversation on a variety of familiar topics make a presentation about common interests and issues and state my viewpoint write short reports about something I have learned or researched understand a few details in ads, announcements, and other simple recordings understand the main idea of and a few supporting facts about famous people and historic events		
Summative Performance Assessment	Interpretive Mode		
	Reading I can understand the main idea and a few supporting facts about a natural disaster		Listening I can understand a few details from public service announcements such as severe weather warnings or safety alert
	Presentation Mode Speaking - I can share my reactions about a current event and explain why the event is in the news Written - I can write a short article on a current event		Interpersonal Mode I can discuss the news and natural disasters

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Talk <i>about natural disasters and weather extremes</i> Discuss <i>the news and current events</i> Talk <i>about fires and rescues</i> Tell <i>a story</i>	Present stem-changing verbs Preterite tense - sole verbs	Natural disasters and weather extremes News and current events Fire and rescue Telling a story
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 5B

Language and Level / Grade	Spanish 3 (5B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	En las noticias / In the news		
Essential Question	How do developments in medicine affect our lives?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • start, maintain, and end a conversation on a variety of familiar topics • make a presentation about my personal and social experiences • write about people, activities, events, and experiences • understand the main idea of what I listen to for personal enjoyment • understand basic information in ads, announcements, and other simple texts 		
Summative Performance Assessment	Interpretive Mode		
	Reading I can understand basic information about medical conditions		Listening I can understand a short clip from a movie or television show
	<div> <div> Presentational Mode Speaking - I can describe a childhood or past experience about an accident that I was in or witnessed. Written - I can describe how an accident occurred that I had seen or been a part of I can write questions to obtain information. I can develop a simple questionnaire or survey </div> <div> Interpersonal Mode I can discuss the news and natural disasters </div> </div>		

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Talk <i>about treatments for medical conditions</i> Explain <i>how an accident occurred</i> Name <i>parts of a body</i>	Preterite tense - irregular (venir/decir/traer/poner) Imperfect progressive tense	Treatments for medical conditions Describing accidents Parts of the body
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 6A

Language and Level / Grade	Spanish 3 (6A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	La televisión y el cine / Television and film		
Essential Question	How do societies and individuals define quality of life?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • talk about my daily activities and personal preferences • make a presentation about my personal and social experiences • write about people, activities, events, and experiences • understand the main idea of what I listen to for personal enjoyment • understand basic information in ads, announcements, and other simple texts 		
Summative Performance Assessment	Interpretive Mode		
	Reading I can understand the information on an infographic about the rules and components of soccer		Listening I can understand basic questions or statements during an interview
	Presentation Mode Speaking - I can report on a social event that I attended Written - I can write about an event that I have been to or participated in	Interpersonal Mode I can talk about the most memorable sporting event that I have seen or participated in	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Talk <i>about a sporting event</i> Describe <i>the composition of a contest</i> Express <i>how you feel</i>	Preterite of -ir stem-changing verbs	Sporting events Contests Emotions
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 6B

Language and Level / Grade	Spanish 3 (6B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	La televisión y el cine / Television and Movies		
Essential Question	How do societies and individuals define quality of life?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • talk about my daily activities and personal preferences • make a presentation about common interests and issues, and state my viewpoint • compose communications for public distribution • understand basic information in ads, announcements and other simple recordings • read texts that compare and contrast information 		
Summative Performance Assessment	Interpretive Mode		
	Reading I can read movie summaries to choose what to watch		Listening I can identify the type of film from a movie preview. I can understand a box-office recording about the times of the performances or events
	Presentation Mode Speaking - I can give a presentation about a favorite movie and tell why I like it Written - I can write a review of a movie		Interpersonal Mode I can talk about my favorite movies

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Talk <i>about the plot of a movie</i> Discuss <i>the components of film and filmmaking</i> Express <i>how you feel about movies that you have seen.</i>	Indirect object pronouns Present perfect tense Irregular past participles	Movies Filmmaking
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 7A

Language and Level / Grade	Spanish 3 (7A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Buen provecho / Bon appetit		
Essential Question	How is contemporary life influenced by cultural products, practices, and perspectives?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • use language to perform tasks that require multiple steps • present information on plans, instructions and directions • write instructions on how to make or do something • understand the main idea/ steps of what I listen to for personal enjoyment • follow simple instructions • understand main idea of and a few supporting facts about relevant people and historic events 		
Summative Performance Assessment	Interpretive Mode		
	Reading I can follow the steps of a recipe I can understand the main idea of an article about tapas or tamales		Listening I can understand the main idea of the instructions on a cooking show, or from a peer/co-worker

	Presentation Mode Speaking - I can give multi-step instructions for preparing a recipe Written - I can write about how to prepare something simple to eat	Interpersonal Mode I can ask or follow or give instructions for preparing food
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Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Identify <i>parts of the kitchen and new foods</i> Compare/contrast <i>recipes</i> State and sequence <i>the steps for a recipe</i>	Negative informal commands Impersonal "Se"	Preparing food Kitchen items/ features Following a recipe
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 7B

Language and Level / Grade	Spanish 3 (7B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Buen provecho/Bon appetit		
Essential Question	How is contemporary life influenced by cultural products, practices, and perspectives?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • talk about my daily activities and personal preferences • present information on plans, instructions and directions • write messages and announcements • understand basic information in ads, announcements and other simple recordings • understand accounts of personal events or experiences 		
Summative Performance Assessment	Interpretive Mode		
	Reading I can understand the descriptions of cultural traditions regarding food		Listening I can understand the main message about “parrilladas” in Argentina

	Presentation Mode Speaking - I can describe what is needed for a celebration or barbecue Written - I can write a flyer/ invitation about an event I am planning	Interpersonal Mode I can talk about my food preferences
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Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Identify <i>new foods & relevant picnic elements</i> Describe <i>food characteristics and the outdoors</i> Give commands <i>to organize a successful picnic or barbecue</i>	Formal commands Plural commands Uses of “por”	The outdoors Eating outside Building a fire Food characteristics
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 8A

Language and Level / Grade	Spanish 3 (8A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Cómo ser un buen turista/How to be a good tourist		
Essential Question	How does travel contribute to our understanding of global citizenship?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • use language to handle tasks related to their personal needs • make presentations about something they have learned or researched • compose communications for public distribution • understand messages related to everyday life and basic needs • identify simple information needed in forms 		
Summative Performance Assessment	<p style="text-align: center;">Interpretive Mode</p>		

	Reading I can understand what is asked for on a customs form I can understand a flight information board at the airport		Listening I can understand a clear and repeated message about flight information and customs
	Presentational Mode Speaking - I can describe how to plan and carry out a trip Written - I can compose an article about how to travel wisely	Interpersonal Mode I can speak to a customs or to a travel agent in a Spanish speaking country	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Summarize <i>traveling organizational requirements</i> Navigate <i>airports in Spanish speaking countries</i> Explain/ express <i>traveling needs and preferences</i> Describe/ explain <i>airports' procedures</i>	Subjunctive formation: regular & irregular verbs Subjunctive in situations of influence	Travel plans Airports
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab Online resources

Lección 8B

Language and Level / Grade	Spanish 3 (8B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	Cómo ser un buen turista / How to be a good tourist		
Essential Question	How does travel contribute to our understanding of global citizenship?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • talk about daily activities and personal preferences • make presentations about something they have learned or researched • compose communications for public distribution • understand basic information in ads, announcements and other simple recordings • identify simple information needed in forms 		
	Interpretive Mode		

Summative Performance Assessment	Reading I can understand what is asked for on a hotel registrations form I can understand information on a traveling itinerary		Listening I can understand a clear tour guide's description of a city's history and attractions I can understand simple directions and descriptions from local people
	Presentational Mode Speaking - I can give a short presentation on places of interest in a Spanish speaking location Written - I can create a flyer highlighting the main tourist destinations of a Spanish speaking location	Interpersonal Mode I can describe what makes a good tourist I can give information about what people can do during a trip	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Identify and suggest <i>tourist activities</i> Express <i>opinions about tourist landmarks and activities</i> Describe <i>locations associated with travel</i> Express <i>travelers needs and preferences</i>	Subjunctive formation: stem changing verbs Subjunctive with impersonal expressions	City attractions Staying in a hotel Appropriate tourist behaviors Tourist activities
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger Language Lab

Lección 9A

Language and Level / Grade	Spanish 3 (9A) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	¿Cómo será el futuro? / What will the future hold?		
Essential Question	What are the challenges of contemporary life?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • start, maintain and end a conversation on a variety of familiar topics • make presentations on events, activities and topics of particular interest • write messages and announcements • understand straightforward information or interactions • understand simple personal questions 		
Summative	Interpretive Mode		

Performance Assessment	Reading I can understand questions asked on a career preference survey I can understand main information on career explaining pamphlets		Listening I can understand interviewing tips from a how-to video I can understand main ideas on a career describing promotional video
	Presentational Mode Speaking - I can make a presentation about future plans Written - I can write an autobiographical statement for a C.V.	Interpersonal Mode I can talk about careers and work I can interview someone for a project or a publication	

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
Learners will be able to: Plan & describe <i>their educational & professional future</i> Express <i>differences among different fields of study</i> Talk <i>about their future</i> Speculate <i>about others' future</i>	Future tense: regular verbs & Stem Changers Future tense: irregular verbs	Professions in Science and Technology Professions in Business Professions in Arts Professions in Law & Politics Students' plans for the future
Resources		Technology Integration
Realidades textbook Authentic audio/visual resources		Realidades supersite Blogger

Lección 9B

Language and Level / Grade	Spanish 3 (9B) - (Intermediate Low to Intermediate Mid)	Approximate Length of Unit	12 days
		Approximate Number of Minutes Weekly	504 minutes
Theme/Topic	¿Cómo ser el futuro? / What will the future hold?		
Essential Question	How do developments in science and technology affect our lives?		
Goals	Learners will be able to: <ul style="list-style-type: none"> • exchange information about subjects of special interest to them • present their point of view and provide reasons to support it • write short reports about something they have learned or researched • understand a few details in ads, announcements and other simple recordings • read texts that compare and contrast information 		

Summative Performance Assessment	Interpretive Mode		
	Reading		Listening
	<p>I can understand an article about how technology will change over the next few decades</p> <p>I can understand texts which compare & contrast renewable energies or recycling</p>		<p>I can understand a few details in ads, announcements, documentaries and other simple recordings</p> <p>I can understand the main gist on a video promoting conservation and ecological causes</p>
	Presentational Mode		Interpersonal Mode
	<p>Speaking - I can explain my point of view on current event topics about conserving energy resources</p> <p>Written - I can write about scientific topics</p>		<p>I can talk about ways to be more ecologically friendly</p> <p>I can talk about what Earth might be like in the future</p>

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <p>Talk <i>about the environment and its future</i></p> <p>Identify <i>certain ecosystems and some topographical features</i></p> <p>Express <i>opinions about current (or lack thereof) ecological practices</i></p> <p>Speculate <i>about the Earth's future</i></p>	<p>Future tense: more irregular verbs</p> <p>Subjunctive with expressions of doubt</p>	<p>Earth</p> <p>Energy</p> <p>The Environment</p>

Resources	Technology Integration
Realidades textbook Authentic audio/visual resources	Realidades supersite Blogger Language Lab Online resources