

**Union County Educational Services Commission  
High School Course Syllabus**

**Title:** Spanish III

**Timeline:** Full Year; 5 Credits

**Course Description:**

During the third year of study, students begin to feel comfortable communicating in the language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions on familiar situations and cultural themes. To maintain whatever level of proficiency students have acquired over the course of their lingual education, students must develop habits that offer them opportunities to use the language in different settings (ie. writing to a pen pal, visiting a Latino market, traveling aboard, watch/listen to Spanish programming...etc.). Students will be aware that members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. Lastly, students will discover strategies needed to communicate in linguistically and culturally appropriate ways.

**Course Outline:**

- I. School Life
- II. School/ Celebrations
- III. Family/ Traditions
- IV. Family / Food

Refer to the attached curriculum map for a detailed outline of course objectives.

**Curriculum Alignment:**

New Jersey Student Learning Standards - World Languages

**Grading Procedures:**

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

**Adoption Date:**

June 2024

**Union County Educational Services Commission  
Curriculum Mapping – Spanish III**

<b>Topics</b>	<b>UNIT 1</b> School life	<b>UNIT 2</b> School/Celebrations	<b>UNIT 3</b> Family/ Traditions	<b>UNIT 4</b> Family / Food
<b>Length of Unit</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Essential Question(s) and/or Big Idea(s)</b>	What is culture?  Students reinforce and broaden their knowledge of other Spanish Cultures	What is Identity?  What are some customs and traditions of Spanish-speaking countries?	What is family?  What is the definition of family?	What is a traditional food?  What are some customs and traditions of Spanish-speaking countries?
<b>Topics / Reading Focus / Writing Focus</b>	Speaking activities  Writing activities  Interpretive: Reading Activities  Spanish Speaking countries  Ask questions/provide answers  Provide responses (ie. Self, writing dates, counting numbers)  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.	Reading/writing  Holidays/Traditions  Talk about different Holidays or Traditions  Describe some Holidays or Traditions  Reading about different traditions  School subjects  Classroom objects and furniture  Ask questions and provide responses (ie. Self, dates, simple math)	Interpretive mode  Compare and Contrast Spanish and US families  Ask questions and provide responses (ie. Self, dates, simple math)  Vocabulary “La Familia”  Greeting and farewells within family members: Interpretive	Celebrations/ food  Subject Pronouns  “Verbs to be”  Spanish Countries.  Discusses cultural and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society.  Speaking activities  Introduction: Work in pairs to develop and/or practice conversations appropriate for a given

	Describing characters in different stories, using Spanish descriptions.	Interpretives		situation or theme.  Describing characters in context  TPR (Total Physical Response)
<b>Target Standards (a)</b>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NH.B.3</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NH.A1 7.1.NH.A2 7.1.NH.A.1</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A2 7.1.NH.A.1 7.1.NH.B.3</p>	<p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.</p> <p>Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.</p> <p>7.1.NM.A1 7.1.NM.A2 7.1.NM.B2</p>

	7.1.NH.A1	7.1.NH.B.3 7.1.NM.C.2	7.1.NM.B.4 7.1.NM.C.2	7.1.NM.C.2
<b>Content or Skills</b>	<p>Speaking activities</p> <p>Introduction: Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Ask questions and provide responses (ie Self, dates, simple math)</p> <p>Vocabulary “Quien soy yo”</p> <p>“Verbs to be”</p> <p>Subject pronouns and adjectives</p>	<p>State basic school information</p> <p>Ask questions and provide responses</p> <p>Describe the classroom in Spanish</p> <p>Descriptions</p> <p>Describing characters in context</p> <p>Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La escuela”</p>	<p>Interpersonal Mode</p> <p>Work in pairs to develop and/or practice conversations appropriate for a given situation or theme.</p> <p>Perform a skit or short play for a class, the school, or the community.</p> <p>La Familia</p> <p>Writing about different Spanish families.</p> <p>Reading different Spanish stories and answering questions.</p>	<p>State basic family information</p> <p>Ask questions and provide responses</p> <p>Describe the family in Spanish</p> <p>Descriptions</p> <p>“Verbs to be”</p> <p>Descriptions</p> <p>Unit vocabulary.” La familia”</p> <p>La Comida</p>
<b>Assessment</b>	<p>Day of the Dead</p> <p>Traditions Around the World</p>	<p>“Women’s History Month”</p>	<p>“La invitación a la fiesta”</p> <p>El Árbol de la Familia</p>	<p>“El Restaurante”</p>

	“Hispanic Heritage Month”	“Las mujeres en el poder” (Afro-Latina)		
	“Black History Month” (Afro-Latino)			