

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## SPANISH 3

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| <b>Board Meeting Date: June 18, 2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Course Length: 2 semesters</b>                                                       |
| <b>Proposed Grade Level(s): 9-12</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Subject Area: Elective</b><br><b>Elective Area (if applicable): Foreign Language</b> |
| <b>Grading: A-F</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Credits: 10</b>                                                                      |
| <b>Prerequisite(s): Spanish 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Corequisite(s):</b>                                                                  |
| <b>CTE Sector/Pathway: N/A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                         |
| <b>Intent to Pursue 'A-G' College Prep Status: Yes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                         |
| <b>A-G Course Identifier: (e) Language other than English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                         |
| <b>Graduation Requirement: No</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                         |
| <b>Course Intent:</b><br><b>Program (if applicable):</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                         |
| <p style="text-align: center;"><b>Folsom Cordova Unified School District</b><br/><b>2024-2025 Nondiscrimination Statement</b></p> <p><b>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:</b></p> <p><b>Jim Huber, Ed.D., Assistant Superintendent, Educational Services</b><br/><b>Compliance Officer, Section 504 Coordinator, ADA Coordinator (students)</b><br/><b>jhuber@fcusd.org</b><br/><b>916-294-9000 x 104580</b></p> <p><b>Shannon Diaz, Director of Compliance</b><br/><b>Compliance Officer and Title IX Coordinator</b><br/><b>sdiaz@fcusd.org</b><br/><b>916-294-9000 x 104415</b><br/><b>1965 Birkmont Drive</b><br/><b>Rancho Cordova, CA 95742</b></p> |                                                                                         |

**The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.**

**Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:**

**Shannon Diaz, Director of Compliance  
Compliance Officer and Title IX Coordinator  
sdiaz@fcusd.org  
916-294-9000 x 104415  
1965 Birkmont Drive  
Rancho Cordova, CA 95742**

**The District nondiscrimination policy can be located at:**

**<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>**

**The District's nondiscrimination complaint procedures can be located at:**

**Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>**

**Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>**

**To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:**

**Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>**

**Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>**

### **COURSE DESCRIPTION (Online):**

Students further deepen their understanding of Spanish by focusing on the four key areas of world language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concepts, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. These activities teach students to communicate with others through informal speaking and writing interactions and to express their thoughts and opinions in both formal and informal spoken and written contexts. Students should expect to be actively engaged in their own language learning; use correct vocabulary terms and phrases naturally; incorporate a wide range of grammar concepts consistently and correctly while speaking and writing; participate in conversations covering a wide range of topics; respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; read and analyze important pieces of Hispanic literature; and take frequent assessments where their language progression can be monitored. The course is conducted almost entirely in Spanish. The course has been carefully aligned to national standards as set forth by the American Council on the Teaching of Foreign Languages (ACTFL). In semester A, students explore verbs, false cognates, nature, vacation, music, technology, measurements, and clothing words. In semester B, students explore work, shopping and money words, expressions with por and para, relationship, love, social issues, and computer words.

## DETAILED UNITS OF INSTRUCTION:

| Unit Number/Title         | Unit Essential Questions                                                                                         | Examples of Formative Assessments                                                        | Example of Summative Assessment                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Semester 1:</b>        |                                                                                                                  |                                                                                          |                                                                                                                |
| <b>1. Los verbos</b>      | *Vocabulary: Verbs<br>*Grammar: Irregular Preterite Tense and Future Tense Verbs<br>*Culture: Colombia: Overview | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>2. Cognados falsos</b> | *Vocabulary: False Cognates<br>*Grammar: Conditional Tense<br>*Culture: Colombia: Festivals                      | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>3. La naturaleza</b>   | *Vocabulary: Nature<br>*Grammar: The Past Participle<br>*Culture: Colombia: Simón Bolívar                        | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>4. De vacaciones</b>   | *Vocabulary: Vacation<br>*Grammar: The Passive Voice<br>*Culture: Colombia: <i>Qué ver y hacer</i>               | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>5. La música</b>       | *Vocabulary: Music<br>*Grammar: Comparatives and Superlatives<br>*Culture: Colombia: Cumbia                      | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>6. La tecnología</b>   | *Vocabulary: Technology<br>*Grammar: Possessive Adjectives and Pronouns<br>*Culture: Colombia: Expressions       | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |

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|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>7. La ropa</b>                                  | *Vocabulary: Clothing<br>*Grammar: Phrasal Verbs<br>*Culture: Colombia: Literature                                                     | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>8. Repaso y evaluación del semestre</b>         | *Vocab: Review Vocabulary Units 1–8<br>*Grammar: Review Grammar Units 1–8<br>*Semester Test: Reading, Listening, Writing, and Speaking |                                                                                          | Semester Final                                                                                                 |
| <b>Semester 2:</b>                                 |                                                                                                                                        |                                                                                          |                                                                                                                |
| <b>1. El trabajo</b>                               | *Vocabulary: Work<br>*Grammar: <i>Tú</i> Commands<br>*Culture: Nicaragua: Overview                                                     | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>2. El dinero y las compras</b>                  | *Vocabulary: Shopping and Money<br>*Grammar: <i>Usted</i> Commands<br>*Culture: Nicaragua: Food                                        | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>3. Expresiones con <i>por</i> y <i>para</i></b> | *Vocabulary: Expressions with <i>por</i> and <i>para</i><br>*Grammar: <i>Por</i> and <i>para</i><br>*Culture: Nicaragua: Rubén Darío   | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>4. Las relaciones</b>                           | *Vocabulary: Relationships<br>*Grammar: Present Perfect Tense<br>*Culture: Nicaragua: Festivals                                        | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>5. El amor</b>                                  | *Vocabulary: Love<br>*Grammar: Irregular Present Perfect Verbs                                                                         | *Online or paper-based worksheets and practice sets                                      | *Exams (unit, semester and final)<br>*Essays, research papers,                                                 |

|                                            |                                                                                                                                             |                                                                                          |                                                                                                                |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                                            | *Culture: Nicaragua: <i>Qué ver y hacer</i>                                                                                                 | *Quizzes<br>*Threaded discussions                                                        | and other writing assignments<br>*Presentations                                                                |
| <b>6. Los temas sociales 1</b>             | *Vocabulary: Social Topics 1<br>*Grammar: The Subjunctive Mood<br>*Culture: Nicaragua: Poverty                                              | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>7. Los temas sociales 2</b>             | *Vocabulary: Social Topics 2<br>*Grammar: Integration of All Tenses<br>*Culture: Nicaragua: History                                         | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>8. Expresiones idiomáticas</b>          | *Vocabulary: Idiomatic Expressions<br>*Grammar: Direct Objects<br>*Culture: Nicaragua: <i>Expresiones idiomáticas</i>                       | *Online or paper-based worksheets and practice sets<br>*Quizzes<br>*Threaded discussions | *Exams (unit, semester and final)<br>*Essays, research papers, and other writing assignments<br>*Presentations |
| <b>9. Repaso y evaluación del semestre</b> | *Vocabulary: Review Vocabulary Units 1–8<br>*Grammar: Review Grammar Units 1–8<br>*Semester Test: Reading, Listening, Writing, and Speaking |                                                                                          | Semester Final                                                                                                 |

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

[World Language Standards-California](#)

### **Communication Standard 1: Interpretive Communication**

Goal: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts

**WL.CM1.Intermediate**

Demonstrate understanding of the main idea and some details on some informal topics related to self and the immediate environment. Demonstrate understanding of sentences and strings of sentences in authentic texts that are spoken and written.

**WL.CM1.Advanced**

Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that is spoken, written, or signed.

**Communication Standard 2: Interpersonal Communication**

Goal: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken, or written conversations. They use technology as appropriate, in order to collaborate, to share information, reactions, feelings, and opinions.

**WL.CM2.Intermediate**

Participate in real-world, spoken, and written conversations related to self and the immediate environment. Create sentences and strings of sentences to ask and answer a variety of questions in transactional and some informal settings.

**WL.CM2.Advanced**

Participate in real-world, spoken, and written conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and formal settings

**Communication Standard 3: Presentational Communication**

Goal: Students present information, concepts, and ideas on a variety of topics and for multiple purposes, in culturally appropriate ways. They adapt to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.

**WL.CM3.Intermediate**

Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment. Use sentences and strings of sentences through spoken, and written language using the most suitable media and technologies to present and publish

**Communication Standard 4: Settings for Communication**

Goal: Students use language in:

- transactional and some informal settings (Intermediate)
- most informal and formal settings (Advanced)

**WL.CM4.Intermediate**

Participate in opportunities to use age-appropriate, culturally authentic, real-world, and academic language in transactional and some informal settings within target-language communities in the United States and around the world.

**Communication Standard 5: Receptive Structures in Service of Communication**

Goal:

Students use the following structures to communicate:

- basic word and sentence formation (Intermediate)
- structures for major time frames and text structures for paragraph-level discourse (Advanced)

Students use the following language text types to communicate:

- sentences and strings of sentences (Intermediate)
- paragraphs and strings of paragraphs (Advanced)

**WL.CM5.Intermediate**

Demonstrate understanding of transactional and informal topics related to self and the immediate environment. Use basic sentence-level elements (morphology and syntax).

**WL.CM5.Advanced**

Demonstrate understanding of topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure)

**Communication Standard 6: : Productive Structures in Service of Communication**

Goal:

Students use the following structures to communicate:

- basic word and sentence formation (Intermediate)
- structures for major time frames and text structures for paragraph-level discourse (Advanced)

Students use the following language text types to communicate:

- sentences and strings of sentences (Intermediate)
- paragraphs and strings of paragraphs (Advanced)

**WL.CM.6.Intermediate**

Communicate about transactional topics, and some informal ones, related to self and the immediate environment in sentences and strings of sentences. Use basic sentence-level elements (morphology and syntax)

**WL.CM.6.Advanced**

Communicate about topics of general public interest. Use knowledge of sentence-level elements (morphology and syntax in major time frames) and paragraph-level discourse (text structure).

**Cultures Standard 2: Cultural Products, Practices, and Perspectives**

Goal: To interact with cultural competence, students demonstrate understanding and use the target language to investigate, explain, and reflect on the relationships among the products cultures produce, the practices cultures manifest, and the perspectives that underlie them.

**WL.CL2.Intermediate**

Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.

**Cultures Standard 3: Cultural Comparisons**

Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

**WL.CL.3.Intermediate**

Exchange information about similarities and differences among common daily products, practices, and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target cultures.

**Cultures Standard 4: Intercultural Influences**

Goal: To interact with cultural competence, students use the target language to investigate, explain, and reflect on the nature of culture through comparisons of similarities and differences in the target cultures and the culture(s) they know.

**WL.CL.4.Intermediate**

State reasons for cultural borrowings.

**WL.CL.4.Advanced**

Describe how products, practices, and perspectives change when cultures come into contact

**Connections Standard 1: Connections to other Disciplines**

Goal: To function in real-world situations, academic, and career-related settings, students build, reinforce, and expand their knowledge of other disciplines using the target language to develop critical thinking and solve problems.

**WL.CN1.Novice**

Acquire, exchange, and present information primarily in the target language about very familiar common daily elements of life and age-appropriate academic content across disciplines.

**WL.CN1.Intermediate**

Acquire, exchange, and present information in the target language on topics related to self and the immediate environment, and age-appropriate academic content across disciplines.

**Connections Standard 2: Diverse Perspectives and Distinctive Viewpoints**

Goal: To function in real-world situations in academic and career-related settings, students access and evaluate information and diverse perspectives that are readily or only available through the language and its cultures.

**WL.CN2.Novice**

Recognize diverse perspectives and distinctive viewpoints on very familiar common daily topics, primarily in the target language, from age-appropriate authentic materials from the target cultures.

**WL.CN2.Intermediate**

Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language from age-appropriate authentic materials from the target cultures.

**Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

**Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

[https://docs.google.com/document/d/1acQpErg13gbXvLd\\_CHmJARzBqB8MyrcKMdDtbqGQCV8/edit](https://docs.google.com/document/d/1acQpErg13gbXvLd_CHmJARzBqB8MyrcKMdDtbqGQCV8/edit)

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

| <b>Board<br/>Approved<br/>(yes/no)</b> | <b>Pilot<br/>Completion<br/>Date<br/>(If<br/>applicable)</b> | <b>Textbook Title</b>       | <b>Author(s)</b>  | <b>Publisher</b> | <b>Edition</b> | <b>Date</b> |
|----------------------------------------|--------------------------------------------------------------|-----------------------------|-------------------|------------------|----------------|-------------|
| <i>Yes</i>                             |                                                              | <i>WLG300E2 Spanish III</i> | <i>Stride K12</i> | Stride K12       |                |             |