



Spanish 3

Honors

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Spanish 3 Honors		
Course Title:	Spanish 3 Honors		
Prerequisite(s):	Spanish 2 <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	This intermediate-level course explores the themes of global citizenship, humanitarian efforts, solidarity, volunteerism, and learning communities in the Spanish-speaking world. Students will use authentic resources, including articles, interviews, videos, and case studies, to analyze how individuals and organizations contribute to social change. Through collaborative projects, discussions, and real-world applications, students will develop their linguistic proficiency while deepening their understanding of civic engagement and cross-cultural responsibility.		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do storytelling and childhood memories impact our identities? ● How do characters embody traits we value? ● How do shared stories help us make sense of events? ● How do we appreciate the beauty of a country? ● How do a community's culture, traditions, and arts reflect its beauty? ● What does it mean to live a healthy life? ● How can we achieve a balanced life? ● How can we achieve healthier communities? ● How do our lifestyle choices impact the environment? 		

	<ul style="list-style-type: none"> • How do communities become more sustainable? • How can we contribute to a sustainable community? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Storytelling shapes our identities by reflecting values, helping us understand events, and connecting us through shared characters and cultural narratives, as seen in stories from Puerto Rico, Spanish cultures, and our experiences. • Beauty is reflected in a country’s landscapes, traditions, and arts. It invites us to appreciate, interpret, and share how diverse communities, including Guatemala and our own, express their unique sense of beauty. • Living a healthy life means making choices that enhance physical, mental, and social well-being. To achieve balance, it's essential to recognize how personal habits, cultural views, and community resources intertwine. By effectively communicating about health, we can promote healthier lifestyles in our communities and beyond. • Our choices and actions help create a more sustainable and thriving community. • Collaboration creates sustainable practices. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	Entreculturas 3	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	

Year at a Glance (Units):	Unit 1 - ¡Cuéntame! (Tell Me a Story) (~ 12-13 weeks) Unit 2 - ¡Tanta belleza! (Beauty in the World) (~ 7-8 weeks) Unit 3 - ¡Pura vida! (The Good Life) (~ 10 weeks) Unit 4 - Una comunidad sostenible (A Sustainable Community) (~ 10 weeks)
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Unit Number and Title:	Unit 1 - ¡Cuéntame! (Tell me a story!)
Duration:	~ 12 - 13 weeks
Resource(s):	Entre Culturas 3 - Unit 1
Unit Overview:	In this unit, students will explore how storytelling and childhood memories shape personal and cultural identities, emphasizing the values embedded within various characters. Students will enhance their understanding of cultural traditions and character traits by interpreting and retelling these narratives.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1)

	<ul style="list-style-type: none"> ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<p>How do storytelling and childhood memories impact our identities? How do characters embody traits we value? How do shared stories help us make sense of events?</p>
Enduring Understanding(s):	<p>Storytelling shapes our identities by reflecting values, helping us understand events, and connecting us through shared characters and cultural narratives, as seen in stories from Puerto Rico, Spanish cultures, and our experiences.</p>
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to childhood memories and activities ● preterite tense of stem-changing verbs. ● differences between preterite v. imperfect tenses. ● verbs that change meaning in the preterite and imperfect. ● usages of and differences between Ser vs. Estar. ● indirect object pronouns. ● double object pronouns. ● vocabulary related to storytelling. ● parts of a story. ● Puerto Rican legends. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● interpret stories and legends from Puerto Rico and other cultures. ● analyze information about the attributes and actions of characters and people. ● describe the who, what, where, when, and how of a story/ memory. ● create a story about a past familiar experience/memory/story. ● evaluate and reflect on how stories contribute to cultural identity.

Unit Number and Title:	Unit 2 - ¡Tanta belleza! (Beauty in the World)
Duration:	~ 7-8 weeks
Resource(s):	Entre Culturas 3 Unit 2
Unit Overview:	This unit introduces students to the concept of beauty in a community/culture. The unit invites exploration of the relationship between culture, tradition, and the arts, focusing on how different communities (particularly in Guatemala) understand and express beauty. Students will engage with diverse cultural practices and artistic forms to understand how beauty is perceived, celebrated, and conveyed through traditions and creative expression.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	How do we appreciate the beauty of a country?

	How do a community's culture and traditions, as well as its arts, reflect its beauty?
Enduring Understanding(s):	Beauty is reflected in a country's landscapes, traditions, and arts. It invites us to appreciate, interpret, and share how diverse communities, including Guatemala and our own, express their unique sense of beauty.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● the differences between Por vs. Para. ● stressed possessive adjectives. ● present perfect tense. ● vocabulary related to describing the beauty of a country. ● vocabulary related to the crafts of a community. ● vocabulary related to artistic creativity. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● interpret and explain videos, articles, and messages about how the beauty of a country is represented in its landscapes, traditions, and arts. ● evaluate information about the beauty of a country, its traditions, and its arts. ● reflect on and differentiate between personal interpretations of beauty and how it is represented across communities. ● compare and contrast how beauty is represented throughout Guatemala and its community. ● explain and describe a reason or purpose using por and para. ● emphasize to whom something belongs using stressed possessive adjectives. ● tell a story about the recent past using the present perfect tense.

Unit Number and Title:	Unit 3 - ¡Pura vida! (The Good Life)
Duration:	~ 10 weeks
Resource(s):	Entre Culturas 3 Unit 3
Unit Overview:	In this unit, students will explore the meaning of a healthy, balanced life by examining health practices in their and Spanish-speaking communities, such as Costa Rica. They'll interpret images and texts, exchange ideas about the benefits of healthy living, and compare lifestyle choices across cultures, gaining insight into how communities can foster overall well-being.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What does it mean to live a healthy life? ● How can we achieve a balanced life? ● How can we achieve healthier communities?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Living a healthy life means making choices that enhance physical, mental, and social well-being. To achieve balance, it's essential to recognize how personal habits, cultural views, and community resources intertwine. By effectively communicating about health, we can promote healthier lifestyles in our communities and beyond.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● tú commands (positive and negative). ● usted, ustedes, and nosotros commands. ● commands with pronouns. ● subjunctive with impersonal expressions. ● healthy lifestyle choices. ● vocabulary related to body parts, ailments, and medical advice. ● vocabulary related to physical and emotional well-being and healthy communities. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● interpret and evaluate images and text about what it means to live a healthy life. ● exchange information about healthy living and its many benefits. ● evaluate the elements of healthy lifestyles in their own and other communities. ● compare and contrast how healthy living is represented throughout Costa Rica and their communities. ● create recommendations about how to live a healthy life. ● role-play describing physical conditions and injuries, using expressions to communicate symptoms, pain, and medical needs.

Unit Number and Title:	Unit 4 - Una comunidad sostenible (A Sustainable Community)
Duration:	~ 10 weeks
Resource(s):	Entre Culturas 3 Unit 4
Unit Overview:	In this unit, students will explore how individual and collective choices impact the environment and contribute to sustainable communities. By analyzing sustainability initiatives in Spanish-speaking countries (such as Colombia) and their communities, students will empower themselves to advocate for eco-responsibility. This transformative experience will encourage responsible action towards a greener future.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2)

	Communities (Using Language Beyond the Classroom & Lifelong Learning) <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do our lifestyle choices impact the environment? ● How do communities become more sustainable? ● How can we contribute to a sustainable community?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Our choices and actions help create a more sustainable and thriving community. ● Collaboration creates sustainable practices.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● subjunctive for recommendations. ● subjunctive for wishes or desires. ● subjunctive and indicative expressions for possibility. ● vocabulary related to environmental challenges and solutions, community initiatives for sustainability, and eco-responsibility. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● interpret images and texts about how people’s lifestyle choices impact the environment and contribute to sustainable communities. ● evaluate information about the changes communities make to become more sustainable. ● make recommendations and persuade others to create a sustainable community. ● compare and contrast how sustainability is represented in Colombia and their communities. ● express possibilities using subjunctive and indicative expressions.