



## Spanish 3

<b>Grade(s):</b>	<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 _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Spanish 3		
<b>Course Title:</b>	Spanish 3		
<b>Prerequisite(s):</b>	Spanish 2 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <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.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do storytelling and childhood memories impact our identities?</li> <li>● How do characters embody traits we value?</li> <li>● How do shared stories help us make sense of events?</li> <li>● How do we appreciate the beauty of a country?</li> <li>● How do a community's culture, traditions, and arts reflect its beauty?</li> <li>● What does it mean to live a healthy life?</li> <li>● How can we achieve a balanced life?</li> <li>● How can we achieve healthier communities?</li> <li>● How do our lifestyle choices impact the environment?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How do communities become more sustainable?</li> <li>• How can we contribute to a sustainable community?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Our choices and actions help create a more sustainable and thriving community.</li> <li>• Collaboration creates sustainable practices.</li> </ul>	
<b>Duration: Credit:</b>	<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)
<b>Course Materials/Resources:</b>	Entre Culturas 3	
<b>FPS Course Academic Expectation(s):</b>	<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)	
<b>Year at a Glance</b>	<b>Unit 1</b> - ¡Cuéntame! (Tell Me a Story) (~ 12-13 weeks)	

<b>(Units):</b>	<b>Unit 2</b> - ¡Tanta belleza! (Beauty in the World) (~ 7-8 weeks) <b>Unit 3</b> - ¡Pura vida! (The Good Life) (~ 10 weeks) <b>Unit 4</b> - Una comunidad sostenible (A Sustainable Community) (~ 10 weeks)
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<b>Unit Number and Title:</b>	<b>Unit 1</b> - ¡Cuéntame! (Tell me a story!)
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<b>Duration:</b>	~ 12 - 13 weeks
<b>Resource(s):</b>	Entre Culturas 3 - Unit 1
<b>Unit Overview:</b>	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.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do storytelling and childhood memories impact our identities?</li> <li>● How do characters embody traits we value?</li> <li>● How do shared stories help us make sense of events?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to childhood memories and activities</li> <li>● preterite tense of stem-changing verbs.</li> <li>● differences between Preterite v. Imperfect tenses.</li> <li>● usages of and differences between Ser vs. Estar.</li> <li>● indirect object pronouns.</li> <li>● vocabulary related to storytelling.</li> <li>● Puerto Rican legends.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● interpret stories and legends from Puerto Rico and other cultures.</li> <li>● summarize information about the attributes and actions of characters and people.</li> <li>● describe the who, what, where, when, and how of a story/ memory.</li> <li>● share a story about a past familiar experience/memory/story.</li> <li>● explain how stories contribute to cultural identity.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - ¡Tanta belleza! (Beauty in the World)</b>
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<b>Duration:</b>	~ 7-8 weeks
<b>Resource(s):</b>	Entre Culturas 3 Unit 2
<b>Unit Overview:</b>	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, with a focus 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.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> </ul>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do we appreciate the beauty of a country?</li> <li>● How do a community's culture and traditions, and arts reflect its beauty?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Beauty is reflected in a country's landscapes, traditions, and arts, inviting us to appreciate, interpret, and share how diverse communities, including Guatemala and our own, express their unique sense of beauty.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● the differences between por vs. para.</li> <li>● present perfect tense.</li> <li>● vocabulary related to describing the beauty of a country.</li> <li>● vocabulary related to the crafts of a community.</li> <li>● vocabulary related to artistic creativity.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● interpret videos, articles, and messages about how the beauty of a country is represented in its landscapes, traditions, and arts.</li> <li>● exchange information about the beauty of a country, its traditions, and its arts.</li> <li>● define and share personal interpretations of beauty.</li> <li>● discuss how beauty is represented throughout Guatemala and their community.</li> <li>● tell a reason or purpose using por and para.</li> <li>● talk about the recent past using the present perfect tense.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - ¡Pura vida! (The Good Life)</b>
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<b>Duration:</b>	~ 10 weeks
<b>Resource(s):</b>	Entre Culturas 3 Unit 3
<b>Unit Overview:</b>	In this unit, students will explore the meaning of a healthy, balanced life by examining health practices in their communities 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.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> <li>●</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> <li>●</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> <li>●</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• What does it mean to live a healthy life?</li> <li>• How can we achieve a balanced life?</li> <li>• How can we achieve healthier communities?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• tú commands (positive and negative).</li> <li>• subjunctive with impersonal expressions.</li> <li>• healthy lifestyle choices.</li> <li>• vocabulary related to body parts, ailments, and medical advice.</li> <li>• vocabulary related to physical and emotional well-being and healthy communities.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• interpret images and text about what it means to live a healthy life.</li> <li>• exchange information about healthy living and its many benefits.</li> <li>• present the elements of healthy lifestyles in their own and other communities.</li> <li>• describe how healthy living is represented throughout Costa Rica and their communities.</li> <li>• list recommendations about how to live a healthy life.</li> <li>• identify and describe physical conditions and injuries and use expressions to communicate symptoms, pain, and medical needs.</li> </ul>
<b>Unit Number and Title:</b>	<b>Unit 4 - Una comunidad sostenible (A Sustainable Community)</b>
<b>Duration:</b>	~ 10 weeks

<b>Resource(s):</b>	Entre Culturas 3 Unit 4
<b>Unit Overview:</b>	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.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

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