

Wallenpaupack Area School District Planned Course Curriculum Guide

Department World Language Department Spanish III

Course Description:

Spanish III is a continuation of the second-level course. It is designed for those students who have successfully completed two semesters of Spanish studies in the high school. This course will provide learners with an opportunity to interact and engage with authentic materials and adolescent speakers of the target language. The student's knowledge will be enhanced through an intercultural context. Students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of Spanish-speaking cultures.

Initial Creation Date (if applicable) and Revision Dates: October 2024

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 1: Repaso de español I y II	TIMEFRAME: 4 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture

2.1

Connections

3.1

Comparisons

4.1 4.2

UNIT OBJECTIVES (SWBATS): Student will be able to:

Review prior knowledge and enhance their communication skills to be able to advance and build their Spanish skills.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas III (including digital textbook resources), Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Review of all Spanish I and Spanish II vocabulary and grammar concepts

Wallenpaupack Area School District Curriculum

COURSE: Spanish

GRADE/S: 9-12

UNIT 2: Unidad 1 Los jóvenes de hoy

TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2 5.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Relate to young people in Spain to express and compare your leisure activities

Interpret videos, blogs, and podcasts of Spanish adolescents to get to know Spain and understand the leisure activities of Spanish adolescents

Explore, explain and reflect about how young, intercultural citizens contribute to create a better world.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Informal formative assessments daily (instructional conversations, exit tickets, etc.)

Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Free time and leisure activities, likes and preferences including music, descriptions and positive qualities (preterite and imperfect)

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 3: Unidad 2: #CiudadaníaDigital	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:**World-Readiness Standards for Learning Languages (ACTFL)****Communication:**

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1

UNIT OBJECTIVES (SWBATS):

Relate to and interacting with Chilean youths to compare social media and Internet usage

Interpret videos and blogs of Chilean youths to get to know places in Chile

Explore, demonstrate, and reflect about the impact that digital citizenship has among Chilean youths and people in your community.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

Think, pair, shares

Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Informal formative assessments daily (instructional conversations, exit tickets, etc.) Formative Assessments – vocabulary quizzes, teacher made worksheets, etc. Summative Assessments – Exams, presentations, projects, products
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)
RESOURCES (Technology Based Resources, Text Resources, etc.): Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos
KEY VOCABULARY: Internet-related vocabulary such as digital footprint, reliability of information, protection and causes relating to social platforms/campaigns (present perfect, future and impersonal “se”)

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 4: Unidad 3: Una vida sana y equilibrada	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: World-Readiness Standards for Learning Languages (ACTFL) Communication: 1.1 1.2 1.3 Culture: 2.1 2.2 Connections: 3.1 3.2 Comparisons: 4.1 4.2 Communities: 5.1 5.2
UNIT OBJECTIVES (SWBATS): Examine how to achieve and maintain a balanced and healthy lifestyle regarding nutrition and exercise. Explore and recommend examples of healthy practices from the Spanish-speaking world (Colombia) to my community. Demonstrate ways in which one can contribute to the wellbeing of my community and the global community.

INSTRUCTIONAL STRATEGIES/ACTIVITIES: Direct Instruction Cooperative learning Can-do Statements Flash Cards Think, pair, shares Instructional Conversations Technology-based games
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Informal formative assessments daily (instructional conversations, exit tickets, etc.) Formative Assessments – vocabulary quizzes, teacher made worksheets, etc. Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)
RESOURCES (Technology Based Resources, Text Resources, etc.): Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos
KEY VOCABULARY: Healthy eating, Caribbean products and foods, meal etiquette, unhealthy propaganda, physical activity and healthy habits (present subjunctive with wish, want, desire and recommendations verbs, and future to show possibility)

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 5: Unidad 5: Una comunidad sostenible	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: World-Readiness Standards for Learning Languages (ACTFL) Communication: 1.1 1.2 1.3 Culture: 2.1 2.2 Connections: 3.1 3.2
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Comparisons: 4.1 4.2 Communities: 5.1 5.2
UNIT OBJECTIVES (SWBATS): Identify the characteristics of a sustainable community. Analyze how ecological habits influence a sustainable community. Recognize if my community and Spanish-speaking communities (Colombia and Spain) are sustainable and how they can improve.
INSTRUCTIONAL STRATEGIES/ACTIVITIES: Direct Instruction Cooperative learning Can-do Statements Flash Cards Think, pair, shares Instructional Conversations Technology-based games
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Informal formative assessments daily (instructional conversations, exit tickets, etc.) Formative Assessments – vocabulary quizzes, teacher made worksheets, etc. Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)
RESOURCES (Technology Based Resources, Text Resources, etc.): Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos
KEY VOCABULARY: Sustainability in the community, at home, and in larger cities, the three R's (reduce, reuse, recycle), community gardens (subjunctive with impersonal expressions, conditional)

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 6: Unidad 5: El mundo laboral	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Understand the benefits and motives for why young people work in the Spanish-speaking world (Dominican Republic) and your own community.

Analyze profiles of future professionals.

Consider different post-secondary options upon graduation.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

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Instructional Conversations

Technology-based games

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):

Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Workplace vocabulary related to motives, benefits, summer work, future careers and one's plans for after high school (subjunctive with adverbial clauses with negative or unknown antecedents, relative pronouns, "if" clauses).

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 7: Unidad 6: Un mundo solidario	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS:

World-Readiness Standards for Learning Languages (ACTFL)

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

Analyze rights and obligations of youths in Uruguay about high school, family, community and recommend changes.

Explore ways we can help underprivileged communities in my country and in Uruguay.

Demonstrate ways to promote humanitarian values and how to better the global community.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Direct Instruction

Cooperative learning

Can-do Statements

Flash Cards

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ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

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Formative Assessments – vocabulary quizzes, teacher made worksheets, etc.

Summative Assessments – Exams, presentations, projects, products, such as audio and video recordings to measure levels of comprehension.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Assessments and instruction will be modified as needed (modified assessments, additional open-ended enrichment activities, extended time)

RESOURCES (Technology Based Resources, Text Resources, etc.):
Entreculturas III, Schoology, Apple Classroom, YouTube, Kahoot, Discovery Ed videos

KEY VOCABULARY: Rights and obligations in school, with family, and in the community. Social injustices such as homelessness, immigration, and providing solutions in order to promote fair and just causes (possessive pronouns, subjunctive with doubt and emotion, por v. para, and vosotros commands)