

Course Title

IAA Spanish III



INNOVATIVE ARTS ACADEMY

Course Overview

Spanish III builds on students' language skills by improving pronunciation, expanding vocabulary with advanced and idiomatic expressions, and strengthening speaking and writing using a variety of sentence types. Students will explore the role of culture in language learning by discussing customs, traditions, and social patterns in Spanish-speaking communities. The course also highlights how Spanish is used in real-world situations, including jobs where the language is valuable locally and globally. Through authentic materials and practical applications, students will grow their language proficiency and be better prepared for advanced studies and real-life conversations.

Unit Title

Advanced Communication: Sounds and Structures

Time Frame

4 weeks



Focus of the Unit

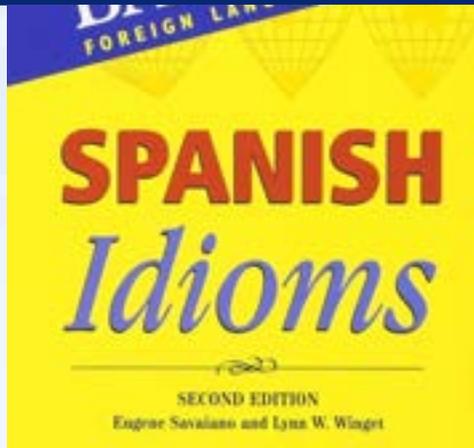
This unit is designed to help students refine their pronunciation, rhythm, and intonation in Spanish. It also focuses on developing the ability to use simple, compound, and complex sentence structures to communicate and comprehend effectively, forming the bedrock for more intricate discussions and compositions.

Unit Title

Advanced Vocabulary and Idiomatic Expressions

Time Frame

5 weeks



Focus of the Unit

This unit concentrates on expanding students' vocabulary to include advanced terms and idiomatic expressions, crucial for understanding complex spoken and written materials. Students will learn vocabulary related to a variety of practical and topical subjects.

Unit Title

Cultural Practices: Products, Services, and Social Patterns

Time Frame

4 weeks



Focus of the Unit

Students will delve into various services, products, and customs of the Spanish culture (Spanish-speaking countries). This unit emphasizes understanding and assessing cultural patterns in diverse social settings through direct engagement and role-playing.

Unit Title

Cultural Comparisons and Connections Across Disciplines

Time Frame

5 weeks



Focus of the Unit

This unit focuses on enabling students to compare and contrast social institutions between Spanish-speaking cultures and their own. It also involves applying cultural information from various sources to other school subjects, fostering a cross-curricular understanding.


Course Overview

Spanish III builds on students' language skills by improving pronunciation, expanding vocabulary with advanced and idiomatic expressions, and strengthening speaking and writing using a variety of sentence types. Students will explore the role of culture in language learning by discussing customs, traditions, and social patterns in Spanish-speaking communities. The course also highlights how Spanish is used in real-world situations, including jobs where the language is valuable locally and globally. Through authentic materials and practical applications, students will grow their language proficiency and be better prepared for advanced studies and real-life conversations.

Unit Title

Local Connections: Language and Careers

Time Frame

4 weeks


Focus of the Unit

This unit emphasizes the practical application of Spanish within the local community. Students will identify and explore local employment areas where Spanish is utilized, understanding the necessity of language skills for various occupations and interacting with community members in these contexts.

Unit Title

National Reach: Language and Professional Paths

Time Frame

5 weeks


Focus of the Unit

This unit broadens the scope to the national level, focusing on identifying and understanding employment opportunities where Spanish language proficiency is essential. Students will learn about national career paths available to bilingual individuals and practice interacting in relevant professional contexts.

Unit Title

Global Impact: Language, Economy, and Connections

Time Frame

4 weeks


Focus of the Unit

This unit explores the role of Spanish in the global community, including international employment opportunities. Students will analyze and explain the comparisons and connections between English-speaking and Spanish-speaking communities worldwide, particularly regarding economic interactions and global issues.

Unit Title

The Influence of Spanish: Language Evolution and Academic Connections

Time Frame

5 Weeks


Focus of the Unit

This concluding unit focuses on the deep connections between Spanish and English, particularly through shared vocabulary origins and the influence of Spanish on other school curriculum areas. Students will develop analytical skills to trace linguistic influences and present interdisciplinary connections.

Unit Title	Advanced Communication: Sounds & Structures
Time Frame	4 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • How can I build more sophisticated sentences to express my thoughts clearly and accurately? • What strategies help me engage in meaningful face-to-face conversations in another language? • How does grammar shape effective communication in Spanish?

	Focus of the Unit
	<p>This unit is designed to help students refine their pronunciation, rhythm, and intonation in Spanish. It also focuses on developing the ability to use simple, compound, and complex sentence structures to communicate and comprehend effectively, forming the bedrock for more intricate discussions and compositions.</p>

Standards	WL-CS-12.1.A, WL-CS-12.1.D
------------------	----------------------------

Learning Targets
I can speak and model phrases and sentences with refined pronunciation, rhythm, and intonation, demonstrating accuracy.

Learning Targets
I can engage in initiated face-to-face conversations in Spanish.

Learning Targets
I can write a simple letter in Spanish.

Learning Targets
I can comprehend the main ideas of culturally authentic materials in Spanish.



Resources	Textbook, online resources, videos, Spanish literature/text
------------------	---

Unit Title	Advanced Vocabulary and Idiomatic Expressions
Time Frame	5 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • How does the use of advanced vocabulary and idiomatic expressions enhance communication in Spanish? • In what ways does vocabulary reflect culture and everyday life in Spanish-speaking communities? • How do I understand the meaning of unfamiliar words in context?

	Focus of the Unit
	<p>This unit concentrates on expanding students' vocabulary to include advanced terms and idiomatic expressions, crucial for understanding complex spoken and written materials. Students will learn vocabulary related to a variety of practical and topical subjects.</p>

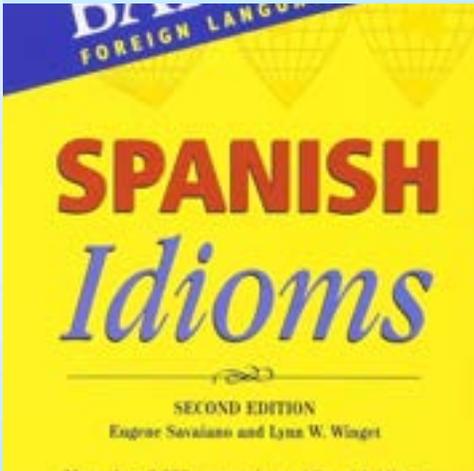
Standards	WL-CS-12.1.B, WL-CS-12.1.C
------------------	----------------------------

Learning Targets
I can speak and write advanced vocabulary and idiomatic expressions commonly used by native Spanish speakers.

Learning Targets
I can use vocabulary related to medical terms, money exchange, purchases, transportation, and lodging arrangements in Spanish.

Learning Targets
I can comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, and magazines.

Learning Targets
I can recognize and understand vocabulary related to public figures, historical figures, and major news events in Spanish.



Resources	Textbook, online resources, videos, Spanish literature/text
------------------	---

Unit Title	Cultural Practices: Products, Services, and Social Patterns
Time Frame	4 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • What can products, services, and customs tell us about a culture? • How do cultural practices influence the way people interact in everyday life? • How do I demonstrate cultural understanding when speaking or writing in Spanish?

	Focus of the Unit
	<p>Students will delve into various services, products, and customs of the Spanish culture (Spanish-speaking countries). This unit emphasizes understanding and assessing cultural patterns in diverse social settings through direct engagement and role-playing.</p>

Standards	WL-CS-12.3.A, WL-CS-12.3.B
------------------	----------------------------

Learning Targets
I can speak and write about cultural aspects of services, products, and customs in Spanish, such as cultural reenactments, commerce, tourism, and popular culture.

Learning Targets
I can generate spontaneous oral and written role-plays and interviews demonstrating cultural competency in social interactions.

Learning Targets
I can express emotions and engage in conversations with speakers of Spanish culture.

Learning Targets
I can negotiate everyday business routines in Spanish, such as at a bank or service station.



Resources	Textbook, online resources, videos, Spanish literature/text
------------------	---

Unit Title**Cultural Comparisons and Connections Across Disciplines****Time Frame**

5 weeks

**INNOVATIVE**
ARTS ACADEMY**Essential Question(s)**

- How do social institutions in Spanish-speaking countries compare with those in my own culture?
- What can I learn about a culture by examining its education, healthcare, and family traditions?
- Why is it important to recognize and respect cultural differences?

**Focus of the Unit**

This unit focuses on enabling students to compare and contrast social institutions between Spanish-speaking cultures and their own. It also involves applying cultural information from various sources to other school subjects, fostering a cross-curricular understanding.

Standards

WL-CS-12.3.C, WL-CS-12.3.D

Learning Targets

I can read, interpret, discuss, and write about cultural similarities and differences in specific social interactions in Spanish-speaking cultures and my own culture.

Learning Targets

I can understand and discuss differences in the educational process (e.g., schedules, extra-curricular activities), personal healthcare and survival (e.g., going to the doctor, hygiene) in Spanish speaking cultures.

Learning Targets

I can understand and discuss differences in family customs and traditions in Spanish-speaking cultures.

Learning Targets

I can research and select culturally competent information from multiple sources for presentations (written, oral, visual) in Spanish.

**Resources**

Textbook, online resources, videos, Spanish literature/text

Unit Title	Local Connections: Language and Careers
Time Frame	4 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • How is Spanish used in careers within my local community? • What language skills are important for interacting with Spanish speakers in local professions? • How can learning Spanish open up job opportunities in my community?

	Focus of the Unit
	<p>This unit emphasizes the practical application of Spanish within the local community. Students will identify and explore local employment areas where Spanish is utilized, understanding the necessity of language skills for various occupations and interacting with community members in these contexts.</p>

Standards	WL-CS-12.5.A, WL-CS-12.1.D
------------------	----------------------------

Learning Targets
I can name local employment areas where Spanish language skills are used.

Learning Targets
I can interact with local community members in their occupations using Spanish at the necessary proficiency level.

Learning Targets
I can discuss occupation and profession names and explore career and personal options in the local community.

Learning Targets
I can use simple, compound, and complex sentence structures to communicate and comprehend in scenarios related to local occupations.



Resources	Textbook, online resources, videos, Spanish literature/text, community resources
------------------	--

Unit Title	National Reach: Language and Professional Paths
Time Frame	5 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • How does being bilingual open doors to careers across the country? • In what professional fields is Spanish an essential skill in the U.S.? • What role does Spanish play in national-level communication and services?

	Focus of the Unit
	<p>This unit broadens the scope to the national level, focusing on identifying and understanding employment opportunities where Spanish language proficiency is essential. Students will learn about national career paths available to bilingual individuals and practice interacting in relevant professional contexts.</p>

Standards	WL-CS-12.5.B, WL-CS-12.1.D
------------------	----------------------------

Learning Targets
I can name national employment areas where Spanish language skills are used.

Learning Targets
I can interact with national community members in their occupations using Spanish at the necessary proficiency level.

Learning Targets
I can discuss occupation and profession names and explore career and personal options on a national level where Spanish is an asset.

Learning Targets
I can use simple, compound, and complex sentence structures to communicate and comprehend in scenarios related to national occupations.



Resources	Textbook, online resources, videos, Spanish literature/text, community resources
------------------	--

Unit Title	Global Impact: Language, Economy, and Connections
Time Frame	4 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • Why is Spanish important in global communication and international careers? • How does language support global economic, political, and cultural connections? • What are the advantages of being bilingual in today's global workforce?

	Focus of the Unit
	<p>This unit explores the role of Spanish in the global community, including international employment opportunities. Students will analyze and explain the comparisons and connections between English-speaking and Spanish-speaking communities worldwide, particularly regarding economic interactions and global issues.</p>

Standards	WL-CS-12.5.C, WL-CS-12.5.D, WL-CS-12.3.D
------------------	--

Learning Targets
I can name global employment areas where Spanish language skills are used.

Learning Targets
I can interact with global community members in their occupations using Spanish at the necessary proficiency level.

Learning Targets
I can discuss occupation and profession names and explore career and personal options on a global level where Spanish is an asset.

Learning Targets
I can compare and connect local, national, and global employment opportunities for English speakers versus those who speak English and Spanish, using speaking, writing, and reading.



Resources	Textbook, online resources, videos, Spanish literature/text, community resources
------------------	--

Unit Title	The Influence of Spanish: Language Evolution and Academic Connections
Time Frame	5 weeks



INNOVATIVE
ARTS ACADEMY

	Essential Question(s)
	<ul style="list-style-type: none"> • How has Spanish influenced the English language and academic subjects? • Why do many English and Spanish words share common roots? • In what ways can language connect different academic disciplines?

	Focus of the Unit
	<p>This concluding unit focuses on the deep connections between Spanish and English, particularly through shared vocabulary origins and the influence of Spanish on other school curriculum areas. Students will develop analytical skills to trace linguistic influences and present interdisciplinary connections.</p>

Standards	WL-CS-12.1.E, WL-CS-12.1.F, WL-CS-12.3.D
------------------	--

Learning Targets
I can analyze and compare the origins and meanings of common Spanish words frequently used in the English language.

Learning Targets
I can discuss two paragraphs (one in English, one in Spanish) and compare the use of words from different origins.

Learning Targets
I can analyze how the target language has influenced the school curriculum.

Learning Targets
I can make a presentation or write a paragraph in Spanish about another subject area, explaining the connections of Spanish to history, art, mathematics, and environment/ecology.



Resources	Textbook, online resources, videos, Spanish literature/text, community resources
------------------	--