

# Mount Pleasant Central School District

## Spanish III, World Languages

*We believe in fostering lifelong language learning through engagement, cultural understanding and open mindedness; in cultivating and nurturing world citizens to move forward in a diversified, global society; in promoting language production in order to encourage world readiness; and in the importance of acquiring functional proficiency at each level in the target languages.*

Are you ready to build upon your knowledge and use of the Spanish language so that you can experience life in true Spanish culture? In this class, students will continue to acquire linguistic proficiency, cultural insight, and empathy. Students will be able to carry out a variety of interactions in both oral and written forms, integrating the three modes of communication (Interpretive, Interpersonal, and Presentational) (ACTFL) by exploring culture, fashion, food, movies, professions, and daily life in Spanish speaking countries. Our main goal is to build upon the skills and understandings that focus on literacy and real-world applications so that learners can communicate effectively and interact with global competence. We emphasize the use of the target language in and outside of the classroom by cultivating a passion for all things Spanish. Assessments will include performance-based tasks, reading / listening comprehension, and writing samples that further demonstrate the acquisition of language skills.

Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
<b>Las Relaciones Personales</b>	September /October	<ul style="list-style-type: none"> <li>- Use vocabulary to describe personality, emotional states, feelings and relationships.</li> <li>-Describe interpersonal relationships.</li> <li>-Describe intercultural relationships.</li> </ul>	<ul style="list-style-type: none"> <li>- Words to describe personality</li> <li>-Emotional states</li> <li>-Sentiments/Feelings</li> <li>-Personal Relationships</li> <li>-Friendship</li> </ul>	<p>Standard 1: Interpretive Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p> <p>-Standard 2:</p>	<ul style="list-style-type: none"> <li>- Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</li> <li>- Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written</li> </ul>	<ul style="list-style-type: none"> <li>-How do you relate to others?</li> <li>-How do you maintain personal relationships?</li> <li>-Students will understand that there are similarities and differences in relationships between cultures</li> </ul>	<p>Presentational: -Describe a meaningful relationship in your life. -Create an acrostic poem describing yourself using the letters of your name and vocabulary related to personal relationships.</p> <p>Interpersonal:</p>

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Las Diversiones	November/ December/ January	<ul style="list-style-type: none"> <li>- What we do in our free time.</li> <li>-Plan leisure time activities</li> <li>-Talk about places to hang out and exercise</li> <li>-Say who does something and when</li> <li>-Discuss likes and dislikes</li> <li>-Talk about daily routines and personal care</li> </ul>	<ul style="list-style-type: none"> <li>- Music and theater</li> <li>-Sports</li> <li>-Board games and videogames</li> <li>-Daily routine</li> </ul>	Standard 3: Presentational Communication - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>-Interpretive</li> <li>-Presentational</li> </ul>	Students will understand that leisure practices vary around the Spanish speaking world and by culture.	Entertainment in Spanish speaking countries: Research and present on a specific cultural topic, such as bullfighting or a regional festival while comparing local customs related to sports, or holidays with those in the Hispanic world.

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La Vida Diaria	February / March	<ul style="list-style-type: none"> <li>- Talk about daily life</li> <li>-Talk about experiences or situations in the past</li> <li>-Describe the chores that you do in your house</li> </ul>	<ul style="list-style-type: none"> <li>- Chores</li> <li>-Cooking</li> <li>-Shopping and errands</li> <li>-Authentic food</li> </ul>	Standard 1: Interpretive Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	<ul style="list-style-type: none"> <li>- Interpersonal</li> <li>-Interpretive</li> <li>-Presentational</li> </ul>	<ul style="list-style-type: none"> <li>-Similarities and differences between daily life in various cultures.</li> <li>-Cultural practices of shoppers in different countries.</li> </ul>	-Spanish-market simulation (buying and selling authentically priced materials and goods)

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La Salud y El Bienestar	March/April	<ul style="list-style-type: none"> <li>- Health, illnesses, healthcare, and healthcare systems</li> <li>-Traditional medicine in Spanish speaking countries</li> <li>-Subjunctive tense</li> <li>-Giving recommendations and advice</li> </ul>	<ul style="list-style-type: none"> <li>- Health</li> <li>-Healthcare</li> <li>-Nutrition</li> <li>-Giving advice</li> <li>-Emotions</li> </ul>	<ul style="list-style-type: none"> <li>-Standard 2: Interpersonal Communication</li> <li>Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and</li> </ul>	<ul style="list-style-type: none"> <li>- Interpretive</li> <li>-Interpersonal</li> <li>-Presentational</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding health and evaluating information pertaining to a healthy lifestyle</li> <li>-A healthy diet and the foods from Spanish-speaking countries that contribute to a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>-Doctor/patient dialogue giving advice using the subjunctive</li> </ul>

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<b>Los Viajes</b>	May/June	<ul style="list-style-type: none"> <li>- Discussing travel and lodging</li> <li>-The culture of Spanish-speaking countries</li> <li>-Cost of travel in Spanish-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>- Itinerary</li> <li>- Round trip ticket</li> <li>- High season</li> <li>- To take a trip</li> <li>- Boarding pass</li> </ul>	Standard 1: Interpretive Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.	<ul style="list-style-type: none"> <li>- Interpretive</li> <li>-Interpersonal</li> <li>-Presentational</li> </ul>	-Tips for preparing for a trip to a Spanish-speaking country by analyzing climate, geography, and budget.	-Create an authentic travel brochure to a Spanish-speaking country. Include prices, accommodations, restaurants, airlines, and a currency converter.

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