Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Review of Spanish II**

Time Allotment: 4 weeks **Unit Sequence: 1**

Major Concepts to be learned:

- Recall the vocabulary from Spanish Two
- Review sentence order and general sentence structure
- Practice speaking and pronouncing -getting "Spanish mouth" back

Expected Skills to be demonstrated:

- Recognize and identify previous vocabulary units
- Pronounce vocabulary correctly
- Translate english to spanish and spanish to english
- Communicate orally in the target language

PA Standards/Anchors:

12.1.2.A
12.1.2.B
12.1.2.C
12.1.2.D
12.1.2.E

Eligible Content:

- Relating the Spanish grammar to the English equivalent
- Writing drills to review vocab and sentence structure
- Q and A for listening and speaking practice
- Reading paragraphs to synthesize all past information into a meaningful unit

Instructional Strategies:

Cooperative groups
Written work
Role Play
Games-songs-flashcards
Lecture
Hands-on activity
Note Taking

Assessments:

- Multiple written quizzes
- Oral quizzes

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: VERB TENSE: Future Tense**

Time Allotment: 2 weeks **Unit Sequence: 2**

Major Concepts to be learned:

- When to use each tense-what time period it refers to
- The english translation of each tense
- The conjugation of each tense in each of the 6 boxes
- The pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tenses correctly
- Use the different tenses in sentence and paragraph structures
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tenses accurately and appropriately
- Translate the tenses to proper english grammar

PA Standards/Anchors:

12.1.3.A	12.1.3.B
12.1.3.C	12.1.3.D
12.1.3.E	12.1.3.F

Eligible Content:

- Relate the tenses to their English equivalents
- Use the tenses in sentences
- Use specific tense with new supporting vocab (el.....que viene)(proximo)

Instructional Strategies:

Cooperative groups	Problem solving activities
Lecture	Written work
Hands-on activity	Role Play
Note Taking	Games-flashcards-songs

Assessments:

- Written tests
- Oral quizzes

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: por and para**

Time Allotment: 3 weeks **Unit Sequence: 3**

Major Concepts to be learned:

- How por and para translate in English
- The multiple uses of por and para
- Specific expressions that go with "por"

Expected Skills to be demonstrated:

- Pronounce the 2 words correctly
- Distinguish and differentiate between por and para
- Recognize and identify which word to use depending on what the speaker is trying to convey

PA Standards/Anchors:	Eligible Content:
12.1.3.A 12.1.3.B 12.1.3.C 12.1.3.D 12.1.3.E 12.1.3.F	• Translating the words in por and para in sentence structure • Using the words por and para to convey very different meanings • Choosing the correct "for" • Listing the uses of para • Giving many examples of each word • Creating their own examples of each • Memorizing the por expressions

Instructional Strategies:		Assessments:
Problem solving activities Written work Oral drills	Lecture Note Taking	• Written tests • Oral to written exam

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Maya-Inca-Aztec Indians**

Time Allotment: 2 weeks **Unit Sequence: 4**

Major Concepts to be learned:

- Basic understanding of ancient civilizations
- Focus on the primary differences and some of the similarities between the 3 groups of indigenous peoples
- See how they influenced life as we know it today
- What area of central and south america each group occupied

Expected Skills to be demonstrated:

- Distinguish the difference between the 3 groups of indians
- Locate what areas of current spanish speaking countries the indigenous people occupied
- Identify main structures that remain today and label them as Incan, Mayan or Aztec

PA Standards/Anchors:

12.3.3.A
12.3.3.B
12.3.3.C

Eligible Content:

- We will watch documentary movies
- We will discuss influences from these ancient civilizations
- We will discuss similarities and differences between the 3 groups of people

Instructional Strategies:

Lecture
Group discussion
Movies

Assessments:

- Written quizzes

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Car-Flight-Verb Infinitives**

Time Allotment: 5 weeks **Unit Sequence: 5**

Major Concepts to be learned:

- Translate the vocabulary words from English to Spanish and Spanish to English
- Proper pronunciation of the words
- Use the words in sentences
- Q and A with the new words

Expected Skills to be demonstrated:

- Pronounce the words correctly
- Use the words correctly in written sentences
- Identify the words in spanish
- Translate the words to english
- Recognize how a verb would be irregular when doing the infinitive lists (as a review from the past 3 years)
- Form oral Q and A with the new vocab

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E

Eligible Content:

- Listening drills where the students identify and interpet the vocab words
- Reading the words in context of paragraph and translating to english
- Filling in the blanks with the appropriate new vocab word in written sentences
- Q and A using the new vocab words

Instructional Strategies:

Cooperative groups
Written work
Note Taking
Bingo-memory-written races-mnemonic devices
Lecture
Role Play

Assessments:

- Written quizzes
- Oral quizzes

Grade: 10-12

Course Title: Spanish III

Topic/Concept: Ferdinand the Bull Story/ Clifford the Big Red Dog story/article from People in Espanol

Time Allotment: 6 weeks

Unit Sequence: 6

Major Concepts to be learned:

- Thoroughly understand a story upon translation
- Be able to translate a children's story written entirely in spanish
- Build on vocabulary through repetition of certain words in the stories

Expected Skills to be demonstrated:

- Make a story flow in it's translation-as if reading a book in English (not choppy)
- Translate the conjugated verbs in the appropriate tense
- Identify vocabulary words out of context of the story

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E

Eligible Content:

- Translate the stories using all their Spanish knowledge from the past 3 years
- Learn new vocabulary and review all the old words through repetition
- Focus on the different tenses used throughout the stories and article
- Concentrate on the sentence order and how it is usually different than sentence structure in English

Instructional Strategies:

Cooperative groups
Lecture
Note Taking
Game with the vocabulary

Assessments:

- Comprehension test of the story or article
- Vocabulary quiz of the new words
- Tense identification quiz

Grade: 10-12 | **Course Title: Spanish III** | **Topic/Concept: Destinos video story**

Time Allotment: 1 week | **Unit Sequence: 7**

Major Concepts to be learned:

- Have a basic idea of what is happening in a telenovela after viewing it several times
- Identify characters in the telenovela and be able to relate their issues to someone in english
- Figure out the scenario by piecing information and vocabulary words together

Expected Skills to be demonstrated:

- Identify words in the spoken language and interpret them
- Discuss events that are happening in the characters lives
- Give specific details discussed in the spoken dialogues
- Recall specific dates of major occurrences in Mexican culture

PA Standards/Anchors:	Eligible Content:
12.1.3.A 12.1.3.B 12.1.3.C 12.1.3.D 12.1.3.E	• Listen to the telenovela multiple times and figure what is happening and who each of the characters is • Learn specific dates and geographical and historical events according to the dialogues among the characters • Hear commonly known words spoken by an ethnic speaker • Learn new vocab words from the context and the scenario

Instructional Strategies:	Assessments:
Written work Movie	• Study guide to fill in the missing important facts as we watch the telenovela • Vocabulary quiz after the study guide is filled in and discussed adequately

Grade: 10-12

Course Title: Spanish III

Topic/Concept: weekly complete conjugation review and tests

Time Allotment: 4 weeks

Unit Sequence: 8

Major Concepts to be learned:

- Complete conjugations in every indicative tense in Spanish
- Pronunciation of every tense
- English translation of each tense

Expected Skills to be demonstrated:

- Form verbs in all tenses in the Spanish language
- Translate the tenses correctly to English
- Pronounce the conjugated verbs correctly
- Use the verbs appropriately in written and oral forms

PA Standards/Anchors:

12.1.3.A
12.1.3.D
12.1.3.E

Eligible Content:

- Relate the indicative tenses to their English equivalents
- Translate the verbs to English
- Use the verbs in sample phrases to identify the tense and explain the use of the tense better
- A practice verb will be given on Monday and the test will be Friday for 10 weeks
- We will start with a regular -ar/then regular -er/regular -ir/stem-changer/spelling changer/ser/ir/tener/querer/poner/

Instructional Strategies:

Lecture
Note Taking

Assessments:

- Weekly complete conjugation tests of every tense in the indicative mode- a verb is given that is similar to the one practiced on Monday-the verb is usually new and has never been seen before, but they can apply their knowledge of the different tenses

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Final Review and Final Test**

Time Allotment: 2 weeks **Unit Sequence: 9**

Major Concepts to be learned:

- Conjugations of all tenses in the indicative mode
- Various vocab lessons
- Synthesis of past and present information

Expected Skills to be demonstrated:

- Conjugate the verbs appropriately in each of the tenses
- Translate the conjugated verbs to english
- Form sentences with all the vocab and verbs from the past 3 years
- Recall sentence and question order
- Pronounce words correctly with proper stress
- Synthesize all previous and current knowledge to a more advanced level than had been achieved in the past 2 years-more details and more advanced verb structures

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E

Eligible Content:

- Relate the verbs, vocab and sentence structure to the English equivalents
- Translate the vocab words and conjugate the verbs to make meaningful sentences
- Oral drills to practice pronunciation
- Form questions and answers for basic communications skills

Instructional Strategies:

Cooperative groups
Lecture
Written work
Note Taking
Games-flashcards

Assessments:

- Final exam broken into sections-3 pages per day for approximately one week-general grammar concepts and vocab
- Listening section of final exam-oral comprehension

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Conditional Tense**

Time Allotment: 2 weeks **Unit Sequence: 10**

Major Concepts to be learned:

- When to use the tense and the time period it refers to
- The english translation of the tense
- The conjugation of each tense in each of the 6 boxes
- Pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tense correctly
- Use the tense in sentence and paragraph structures
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tenses accurately and appropriately
- Translate tenses to proper English grammar

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E
12.1.3.F

Eligible Content:

- Relate the tense to the English equivalent
- Use the tense in sentences
- Use specific tense with new supporting vocab (si)

Instructional Strategies:

Cooperative groups
Lecture
Written work
Note Taking

Assessments:

- Written tests
- Oral quiz

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Present Perfect**

Topic Time Allotment: 2 weeks **Unit Sequence: 11**

Major Concepts to be learned:

- When to use the tense and what time period it refers to
- The english translation of the tense
- The conjugation of the tense in each of the 6 boxes
- Correct placement/order of the 2 words that form the tense
- Pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tense correctly
- Use the tense in sentence and paragraph structure
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tenses accurately and appropriately
- Translate tenses to proper English grammar

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E
12.1.3.F

Eligible Content:

- Relate the tense to the English equivalent
- Use the tense in sentences
- Recognize the difference between Helping Verb and past participle and how each contributes to the meaning of the tense
- Use specific tense with new supporting vocab (ya)
- Use the past participle as an adjective
- Learn all irregular past participles (irregular and irregular because of the accent on the letter "i")

Instructional Strategies:

Cooperative groups
Lecture
Written work
Role Play
Note Taking

Assessments:

- Written exam
- Oral quiz

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Past Perfect**

Time Allotment: 2 weeks **Unit Sequence: 12**

Major Concepts to be learned:

- When to use the tense and the time period it refers to
- The english translation of the tense
- The conjugation of the tense in each of the 6 boxes
- Correct placement of the helping verb and the past participle
- Pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tense correctly
- Use the tense in sentence and paragraph structure
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tense accurately and appropriately
- Translate tenses to proper English grammar

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E
12.1.3.F

Eligible Content:

- Relate the tense to the English equivalent
- Use the tense in sentences
- Recognize the difference between the helping verb and the past participle
- Use specific tense with supporting vocab (cuando-por)
- Use the past participle alone as an adjective
- Learn all the irregular past participles

Instructional Strategies:

Lecture
Written work
Role Play
Note Taking

Assessments:

- Written test

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Future Perfect**

Time Allotment: 2 weeks **Unit Sequence: 13**

Major Concepts to be learned:

- When to use the tense and the time period it refers to
- The english translation of the tense
- Conjugation of the tense in each of the 6 boxes
- Correct placement of the helping verb and the past participle
- Pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tense correctly
- Use the tense in sentence and paragraph structures
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tense accurately and appropriately
- Translate the tenses to proper english grammar

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E
12.1.3.F

Eligible Content:

- Relate the tense to their English equivalent
- Use the tense in sentences
- Recognize the difference between the helping verb and the past participle and how each contributes to the meaning of the tenseuse the past participle as an adjective
- Learn all the irregular past participles

Instructional Strategies:

Cooperative groups
Lecture
Written work
Role Play
Note Taking

Assessments:

- Written test
- Reading comprehension test

Grade: 10-12 **Course Title: Spanish III** **Topic/Concept: Conditional Perfect**

Time Allotment: 2 weeks **Unit Sequence: 14**

Major Concepts to be learned:

- When to use the tense and the time period it refers to
- The english translation of the tense
- Conjugation of the tense in each of the 6 boxes of the chart
- Correct placement of the helping verb and the past participle
- Pronunciation of each conjugated verb

Expected Skills to be demonstrated:

- Pronounce the tense correctly
- Use the tense in sentence and paragraph structure
- Distinguish and differentiate between all the tenses learned thus far
- Conjugate the tense accurately and appropriately
- Translate sentences to english

PA Standards/Anchors:

12.1.3.A
12.1.3.B
12.1.3.C
12.1.3.D
12.1.3.E
12.1.3.F

Eligible Content:

- Relate the tense to the English equivalent
- Use the tense in a sentence
- Recognize the difference between the helping verb and the past participle
- Use specific tenses with new supporting vocab
- Use the past participle as adjectives
- Learn all the irregular past participles

Instructional Strategies:

Lecture
Written work
Note Taking

Assessments:

- Written test
- Oral comprehension quiz