Spanish 3

For interventions for curriculum and instruction: Diverse learners: please see Appendix A & B

For 21st Century Themes, Skills and Standards for each unit please access Genesis Lesson Planner

For Technology Integration and Standards please access Genesis Lesson Planner
Unit 1:

Tu día escolar: ¿Qué haces en la escuela? ¿Qué haces después de las clases?
Your school day: What do you do in school? What do you do after school?

Content Area: World Language
Course & Grade Level: Spanish III, 9-12

Summary and Rationale

The hallway is the closest to fun you will get. Once that bell rings, it is time to get down to business! You walk in, sit and explore. While listening to your instructor, the decorated walls catch your attention. Looking out the window, the athletic fields seem to call you, but until class is over you are stuck among four walls. A green board, stacked books, and your pencil case must keep you busy. As you look closely, everything seems to relate and soon all your surroundings start making a story interesting enough to survive the “endless” minutes of class. Lunch time and any other possible free time must be taken care of properly, that is when laughter and all the fun takes place!

Recommended Pacing

8 weeks

State Standards

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

CPI # Cumulative Progress Indicator (CPI)

Please note: CPI alignment to the Common Core State Standards are the same as in the previous grade

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### Instructional Focus

**Unit Enduring Understandings:**
- Nowadays Spanish is utilized in schools due to the increased number of students from Spanish speaking countries.
- Being able to describe your memories in another language allows the person to better express his/herself in another language.
- Using Spanish in the classroom allows students to create a different dynamic with their classmates from Spanish speaking countries.

**Unit Essential Questions:**
- What do you and your friends at school?
- What rules do you have?
- What do you do after school?
- What do you think of _____ and _____? (using comparative statements)

**Review:**
- Talk about what you and other people are like.
- Tell where you and other people are from by reviewing the countries and capitals of the Spanish speaking world, along with nationalities.
- Review concepts from Spanish II:
  - Adjectives and Adjective Agreement
  - Verb conjugations
  - Stem changing verbs
  - Irregular verbs
  - Interrogative words and question/answer format
  - Expressions using tener

**Students will know:**

**Vocabulary:**
- Describe classroom objects and activities
- Talk about classroom and school rules
- Compare the school rules and customs in other countries with those of your own school
- Talk about extracurricular activities
- Compare people and things
- Say what people know or what they know how to do
- Say with whom or what people are familiar
- Ask and tell how long something has been going on
- Understand cultural perspectives on extracurricular activities

**Grammar:**
- Review stem-changing verbs, add new verb that follow the same pattern.
- Introduce affirmative and negative construction
- Hay que / Se prohíbe
- Saber VS Conocer
- Comparatives
- Hace + time expression

**Students will be able to:** Using all 3 communication modes
- Research and compare classroom, school, and extracurricular activities
- Discuss people’s knowledge about processes and people
- Investigate cultural differences among other countries and your school
- Utilize affirmative and negative constructions and comparisons to present cultural differences
- Apply new verbs to the descriptions of new activities
- Describe soccer’s cultural importance
- Talk or write about: activities and favorite sports; a dance school program
- Talk or write about the painter Simón Silva, the poet José Martí, and the poem Versos sencillos
- Compare differences between schools in Mexico, Spain, and the U.S.
- Discuss varied activities and dances; important artist: Botero.

## Resources

**Core Text:**
- Textbook: Realidades 2 - Tu día escolar
- Workbooks
- Videohistorias: -La clase de Esteban - Después de las clases

**Suggested Resources:**
- Powerpoints on vocabulary and grammar from [www.quizlet.com](http://www.quizlet.com) and others
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  - [http://www.state.nj.us/atoz.htm#w](http://www.state.nj.us/atoz.htm#w) and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
  - [www.newspaperman.com](http://www.newspaperman.com)
**Unit 2:**

**Un evento especial: ¿Cómo te preparas? ¿Qué ropa compraste?**  
A Special Event: How do you prepare? What clothing did you buy?

**Content Area:** World Language  
**Course & Grade Level:** Spanish III, 9-12

**Summary and Rationale**

Teens seem to have a hard time getting ready to go out; choosing the appropriate outfit, wearing the right accessories and putting on the perfect make-up, in the case of girls, are vital before leaving home. Getting ready, however, is a little more challenging than one would think. It all starts when you go shopping and lay out your plan. What type of clothing you are to wear, the occasion you are getting ready for and what needs to be done in other for you to be satisfied. Grab your wallet, phone, and best friend and you are ready for the fun! The occasion might be important but the best part always takes place in a mall next to the funnest person you know.

**Recommended Pacing**

6 weeks

**State Standards**

**Standard 7.1** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Instructional Focus

Unit Enduring Understandings:

- Holidays and important events are transcendental in an individual’s life. Understanding the new special events that the Latino culture contributes to the American culture is essential to be aware of the new emerging culture.
- Buying clothes in another country can be a frustrating experience if the person is not fluent in the seller’s language. Being able to communicate in another language like Spanish, which is also predominant in the United States, provides the buyer with a direct way of communication.
- Special events like “quinciañera” or “cinco de mayo” are more notable in today’s American culture.

- Unit Essential Questions:
How do you prepare?
How is your daily routine?
What kind of clothing you bought?
What do you take her?

Students will know:

**Vocabulary**:
- Review parts of the body vocabulary.
- Describe getting ready for a special event
- Talk about daily routines
- Describe people and things
- Express possession
- Understand cultural perspectives on clothing
- Describe clothing and fashion
- Talk about going shopping
- Describe events in the past
- Point out specific objects
- Avoid repetition when comparing similar things
- Understand cultural perspectives on parties

**Grammar**:
- Reflexive Verbs – Regular, Irregular & Stem-changing verbs.
- Possessive Adjectives
- Ser VS Estar
- Preterite Tense of Regular Verbs
- Demonstrative Adjectives
- Using adjectives as nouns

Students will be able to: Using all 3 communication modes
- Investigate what different outfits from different cultures mean or are used for
- Describe all the belongings that students own using possessive verbs
- Explain special events from their culture
- Explain their way of dressing
- Describe a shopping day in the clothing department
- Use different verbs and adjectives to compare similar things
- Talk and write about: attire preferences, the *poncho*, traditional Mexican clothing; the *Teatro Colón*, and other important theaters
- Describe the history of the *Teatro Colón*; how to make a *poncho*; how to make an oral presentation
● Describe the *Teatro Colón*; Dolores Hidalgo

● Discuss: the history of jeans; Spanish-speaking participation in the U.S. army during WWII

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**Resources**

**Core Text:**

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- Workbooks
- Videohistorias: - ¿Más maquillaje? - Buscando una ganga

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Unit 3:

Tú y tu comunidad: Cómo se va?
You and your community: How do you get there?

Content Area: World Language
Course & Grade Level: Spanish III, 9-12

Summary and Rationale

We all know every street, every store, and every important character of our hometown. As we pass by we greet whoever is around and wish them a good day. The streets are special... They decide how entertaining the walk home will be. Although you might live in the same neighborhood, the experience is never the same for two people. It is all about what you can offer. What can you say about your hometown aside from your unique way of getting around!?

Recommended Pacing

6 weeks

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7.1. IH .C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Instructional Focus

Unit Enduring Understandings:

- A language is the main lace in a community. Spanish is the main language in many communities of the United States.
- It is important for an individual to understand and be able to describe his/her community from their perspectives. In the United States, due to the diversity of student’s background, it is essential to create an atmosphere of understanding and plurality.
Unit Essential Questions:
- What did you do yesterday?
- Where did you go?
- How do you get there?

Students will know:
**Vocabulary:**
- Talk about things you did and where you did them
- Explain why you couldn’t do certain things
- Describe things you bought and where you bought them
- Understand cultural perspectives on shopping
- Give directions for getting to places
- Give a friend directions for a task
- Discuss driving and good driving habits
- Understand cultural perspectives on neighborhoods

**Grammar:**
- Preterite Tense Irregular Verbs: Ir, Ser, Dar, Ver
- Preterite Tense Irregular verbs: Hacer, Poder, Tener, Estar, Querer, Saber, as well as preterite tense stem-changing verbs, ending in –IR as well as verbs in the preterite tense that require the letter “Y” in the 3rd person.

Students will be able to: Using all 3 communication modes
- Explain activities and abilities that you possess and where you are able to do them
- Discuss your shopping culture and how it differs from others
- Create a set of instruction on how to get to the main offices and stores around your area
- Describe your past actions and activities using the preterite tense irregular verbs
- Write a small biography using the verbs learned
- Talk about painter Julio Alpuy, El Palacio de Correos, services farmacias provide, poet Pablo Neruda, barrios in Spain and Latin America, los sellos in Spain and the benefits of a brand of toothpaste
- Talk about Pablo Neruda, Sister Cities International, errands, and time schedule
- Tell about: the Mexico City subway; defensive driving
- Explain: communicating with gestures; driver’s license requirements
- Tell about: Diego Rivera; la plaza mayor; a cell phone; the Mexico City subway; driver’s license requirements; Frida Kahlo; la carretera Panamericana

Resources

Core Text:
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Unit 4:
Mi niñez y mis raíces culturales
My Childhood and My Cultural Roots

Content Area: World Language
Course & Grade Level: Spanish III, 9-12

Summary and Rationale

We all have an anecdote that starts with: “When I was a little girl/boy...” Childhood memories are not only intended to make others laugh decades later, they are reminders of where we come from and how we got to where we are today! Our favorite foods or the ones we despised, the clothes our mothers would make us wear, what we did every 24th of December before 12, etc. That is how we built our identity based on our roots! Immigrants always remember the day they migrated to a foreign country because that was the day the embracement of their culture would no longer spoil them, they would now face the “real world.” The silly as well as the life changing moments make a difference in how we view the world depending on what angle of the planet we had!

Recommended Pacing

6 weeks

State Standards

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</tr>
<tr>
<td>7.1. IH . A.5</td>
<td>Synthesize information from oral and written discourse dealing with a variety of topics.</td>
</tr>
<tr>
<td>7.1. IH .A.6</td>
<td>Analyze and critique readings from culturally authentic materials.</td>
</tr>
<tr>
<td>7.1. IH .A.7</td>
<td>Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.</td>
</tr>
<tr>
<td>7.1. IH .A.8</td>
<td>Analyze structures of the target language and comparable linguistic structures in English.</td>
</tr>
</tbody>
</table>

CPI #7.1 B Cumulative Progress Indicator (CPI)

Strand B Interpersonal Mode
7.1. IH.B.1 Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1. IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1. IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B. Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1. IH.B. Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

**CPI #7.1 C Cumulative Progress Indicator (CPI)**

**Strand C Presentational Mode**

7.1. IH.C.1 Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.

7.1. IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).

7.1. IH.C.3 Use language creatively in writing for a variety of purposes.

7.1. IH.C.4 Explain the structural elements and/or cultural perspectives found in culturally authentic materials.

7.1. IH.C.5 Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one’s own culture.

- 7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

**Instructional Focus**

**Unit Enduring Understandings:**

- Cultural roots emphasizes the cultural characteristics and defines who a person is.
- Being childhood one of the most important stages in an individual’s life, it allows individuals to describe themselves and find differences and similarities with people from other countries or cultures.
- A creative fashion to explain one’s personality is by describing childhood memories and important events.

**Unit Essential Questions:**

- What were you like as a child?
- What did you play growing up?
- How do you celebrate the holidays?
- How do they spend the holidays?

**Students will know:**

**Vocabulary:**
- Review family member vocabulary
- Discuss childhood toys and games
- Describe what you were like as a child
- Talk about activities that you used to do as a child
- Discuss to or for whom something is done
- Understand cultural perspectives on childhood songs
- Describe holiday celebrations
- Talk about your family and relatives
- Describe people, places, and situations in the past
- Talk about how people interact
- Understand cultural perspectives on holidays and special events

**Grammar:**
- Imperfect Tense: Regular and Irregular verbs.
- Reciprocal actions.
- Continue study of imperfect tense.
- Begin comparing preterite tense formation and usage with imperfect tense formation and usage

**Students will be able to: Using all 3 communication modes**
- Research and describe their own family’s genealogical data
- Write about their childhood memories
- Discuss what chores they learned to do in their childhood
- Describe their childhood activities in a daily bases
- Research about how the same holidays and cultural events are different from their own
- Describe the interaction of people who surround them
- Describe childhood memories using imperfect tense
- Describe your daily activities using reciprocal actions
- Tell about Pablo Picasso and his art; about nursery schools and juguetes mayas; about el mercado de Hidalgo in Guanajuato
- Listen to and sing Spanish songs
- Describe celebrations: Independence Day in Mexico; the Basque celebration, la Tamborrada; el Día de la Raza; el Día de los Muertos; el carnaval; las Fallas de Valencia; el Día de los Reyes Magos; la ceremonia del lazo; ornaments and decorations

**Resources**

**Core Text:**
- Textbook: Realidades 2 - Recuerdos del pasado
- Workbooks
- Videohistorias: - ¿Cómo era de niña? - La fiesta de San Pedro
Suggested Resources:

- Powerpoints on vocabulary and grammar from www.quizlet.com and others
- Games, quizzes, and flashcards from www.quia.com
- Games, quizzes, videos and music from www.señorwooly.com
- A useful dictionary from www.wordreference.com
- Our online textbook from www.phschool.com
- Web sites with relevant informations to the topics or the unit working on Technology (Internet resources, CD, Roms, videos, audio CDs, etc.)
- Authentic materials, visual or hands on: newspapers, magazines (“Que Tal” and “Okapi”), journal
- National Standards document Standards for Foreign Language Learning in the 21st Century

OTHER IMPORTANT RESOURCES WEBSITES THAT ARE GOING TO BE USEFUL TO COMPLETE THESE TASKS.

- www.youtube.com
- www.languagesonline.co.uk
- www.languageresources.co.uk
- http://www.ecopibes.com
- http://www.state.nj.us/atoz.htm#w and click on World languages Standard in Action. The same web site can be used for sports as well. Video tour: world tourism, travel Podcast, Sing a Song etc.
- www.curriculum21.com
- www.newspaperman.com