



World Language Department Curriculum Guide

Spanish 3 – CP

Course Description

This course is designed to strengthen the concepts learned in levels one and two, while adding new grammatical concepts and vocabulary. Students are exposed to increasingly more complex language structures and vocabulary through the textbook as well as authentic resources such as audio and video selections, short readings, blogs, infographics, etc. Through this exposure students are expected to increase their comfort level with their speaking, listening, reading, and writing skills. Students can expect to answer questions in class in the target language, complete reading activities, perform writing tasks, and complete other assignments that engage the use of the target language. The goal of this course is to increase the amount of Spanish used during instruction and for students to continue to advance in their proficiency level. Students are encouraged to take an active role in class and are required to do work outside of class in order to strengthen their knowledge and skills. The target proficiency level for students in this course is Novice High.

Communication Standards (Novice High)

1. **Interpretive Communication** - In texts and conversations on topics that relate personally to students, relying mostly upon understanding of single, simple sentences, supported by repetition and plain language, students:
 - a. Understand traits of multiple cultures and communities. (NH.1.a)
 - b. Identify and recognize the main topic and some related information. (NH.1.b)
2. **Interpersonal Communication** - In conversations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (NH.2.a)
 - b. Understand, answer, and ask a variety of questions. (NH.2.b)
 - c. Engage in conversation by understanding and creating language that conveys authentic, personal meaning. (NH.2.c)
3. **Presentational Communication** - In presentations on topics that relate personally to students in a variety of settings, using mostly simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students:
 - a. Demonstrate awareness and understanding of relevant topics, sources, self, and their audience. (NH.3.a)
 - b. Provide prepared information in culturally appropriate ways. (NH.3.b)
 - c. Express their own authentic thoughts and preferences in culturally appropriate ways. (NH.3.c)
4. **Intercultural Communication** - In interactions in a variety of settings, using mostly simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners usually understand, students:
 - a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (NH.4.a)
 - b. Use appropriate learned gestures and behaviors. (NH.4.b)
 - c. Avoid major social blunders. (NH.4.c)



Linguistic Cultures (Novice High)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (NH.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (NH.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (NH.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
 1. Making comparisons between products, practices, and perspectives. (NH.6.a.1)
 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (NH.6.a.2)
 - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 1. Interpreting, expressing, and comparing the meaning of idioms. (NH.6.b.1)
 2. Making comparisons of basic language forms. (NH.6.b.2)

Lifelong Learning Standards (Novice High)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (NH.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (NH.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students most often succeed but sometimes need help to:
 - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
 1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (NH.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (NH.8.a.2)
 - a. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (NH.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (NH.8.b.2)
 3. Explaining language education requirements for careers of interest. (NH.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (NH.8.b.4)



Subject: Spanish 3 – CP

Units	Concepts / Skills	Activities May Include
<p>Review Units A-F: Reintroduce key structures and vocabulary from Spanish 2</p> <p>September - November</p>	<ul style="list-style-type: none"> ▪ Discuss topics relating to the house and school ▪ Converse and write about sports and one's daily routines ▪ Demonstrate awareness of language relating to seasonal activities ▪ Engage in language relating to shopping, holidays and celebrations ▪ Show awareness of language relating to city vs. country living ▪ Show awareness of language relating to hotels and restaurants. 	<ul style="list-style-type: none"> ▪ Write a story about an event that happened in the past. ▪ Listen to conversations in target language relating to all themes listed. ▪ Investigate Peru through a WebQuest ▪ Create an autobiographical video regarding their daily routines ▪ Read stories, legends and fables in the target language. ▪ View and re-create, in writing, a scene from a film in the target language ▪ Vocabulary or grammar quizzes ▪ Interactive speaking between students in target language. ▪ Digital reader: Flango ▪ Read one chapter per week and answer written questions
<p>Chapter 1:</p> <p>November - December</p>	<ul style="list-style-type: none"> ▪ Discuss topics relating to cooking in a Hispanic kitchen ▪ Learn the names of appliances and cooking tools ▪ Use the proper grammatical structures used in a recipe ▪ Convert measurements to the metric system ▪ Hear about foods eaten in different regions ▪ Think about healthy nutritional and exercise habits 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Interactive speaking between students in the target language ▪ Reading authentic recipes in Spanish ▪ Writing an authentic family traditional recipe in Spanish ▪ Listening to audio texts regarding cooking and food preparation ▪ Recording a group video of the preparation and description of an authentic hispanic dish. ▪ Digital reader: Flango- one chapter per week with written questions



Units	Concepts / Skills	Activities May Include
<p>Chapter 2:</p> <p>December - January</p>	<ul style="list-style-type: none"> Review parts of the body in Spanish Learn how to express themselves when injured Discuss minor medical problems, doctor visits, and emergency room procedures Learn language to talk about living a healthy lifestyle, including diet and exercise. Become informed about Doctors Without Borders Learn how to advise others to do something using impersonal expressions 	<ul style="list-style-type: none"> Vocabulary and grammar quizzes Interactive speaking with a partner Write and Record a FlipGrid video describing an accident they had in the past Listen to and read conversations and cultural readings regarding exercise. In small groups, students will create a 10-15 step Healthy Living program that includes suggestions for healthy nutrition, as well as suggestions for physical activity plans. Digital reader: Flango, read one chapter per week and answer questions FlipGrid prompt: recording a video describing a physical accident or injury that the student experienced in the past
<p>Chapter 3:</p> <p>February - March</p>	<ul style="list-style-type: none"> Learn about, compare and contrast common Rites of Passage in the lives of the average Hispanic person and the average American person. Learn vocabulary relating to birth, Baptism, First Communion, birthdays, Bar/BatMitzvahs, Quinceañeras, Weddings, and Funerals Learn grammatical structures to express one's wishes, hopes and desires Learn proper ways of expressing what belongs to you Hear personal accounts from Latin Americans about their own Rites of Passage. Listen to and read a poem by Abraham Valdelomar relating to the tradition of Easter dinner. 	<ul style="list-style-type: none"> Watch cultural films relating to the Quinceañera Vocabulary and grammar quizzes Listen to audio recordings regarding customs and traditions in the Hispanic community Read a conversation between two people regarding the wedding of friends Act out a skit in groups of one of the Passages of Life that were studied in this chapter



Units	Concepts / Skills	Activities May Include
<p>Chapter 4:</p> <p>March - May</p>	<ul style="list-style-type: none"> ▪ Learn to talk about daily chores that the average person must attend to, specifically, laundry, getting a haircut, going to the bank and going to the post office. ▪ Expand /scaffold on the subject of chores by including other vocabulary that pertains to those that are done by the students themselves (clean your room, wash dishes, take out the trash, cut the grass) ▪ Use resources necessary to convert American currency into Spanish/Latin American currency ▪ Learn some monetary terms and discuss loans and saving/checking accounts ▪ Learn grammatical forms to express doubt, and to say what one would do, will do, and might do ▪ Read about a person preparing for a trip through the Andalusia region of Spain ▪ Be introduced to a historical piece of literature, “El mensajero de San Martín” ▪ 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Listen to audio activities relating to chores ▪ Talk interpersonally about one’s household daily chores ▪ Read and listen to authentic literature, “El mensajero de San Martín” ▪ Use chapter vocabulary and grammar to prepare a slideshow and auditory presentation to the class that reiterates the plot of the “Mensajero..” story in the students’ own words, along with visual images. ▪ Digital reader: Flango, read one chapter per week and answer questions



Units	Concepts / Skills	Activities May Include
Chapter 5: May - June	<ul style="list-style-type: none"> ▪ Learn customary terms, gestures, and actions of courtesy and manners in the Spanish-speaking world ▪ Read, watch and listen to Spanish-speakers greeting and saying goodbye to each other ▪ Compare and contrast the manners in Spanish-speaking countries to those in the United States ▪ Read authentic literature, “El Conde Lucanor” by Don Juan Manuel ▪ Learn advanced structures to express conjecture or actions that were dependent on another action, in the past 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Speaking and acting out skits using the culturally appropriate terms and actions of the Spanish-speaking country ▪ Listen to audio passages/conversations that include manners, greeting and goodbyes ▪ Listen to and read a conversation about a misunderstanding relating to a traditional latinamerican greeting ▪ Watch video of interpersonal exchanges in the Spanish-speaking country ▪ Define and discuss the purpose of the fable in literature ▪ Listen to, read and analyze the fable, “El Conde Lucanor” and discuss the implications of not thinking for oneself for fear of being judged. ▪ Written exam with audio assessment ▪ Digital reader: Flango, read one chapter per week and answer questions

Textbook

- *¡Así se Dice! Levels 2 & 3*, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill