



Course Description

This course is designed for students who have mastered the structural and thematic concepts presented in Spanish 2-H and who continue to be highly motivated to communicate in Spanish. Students are exposed to higher-order language structures and vocabulary through the textbook as well as through authentic resources such as news articles, literature, videos, and online resources. Through this exposure, students will strive to improve their reading, writing, listening, and speaking skills in Spanish. Students can expect to engage in short conversations in Spanish, work in partners and groups to do performance assessments, read and write higher-level stories and essays in order to progress to the next level of language proficiency. By the end of the year, the student should have stronger receptive and productive language skills. Through the study of Spanish, students will also gain cultural competence, learn to appreciate diverse perspectives, make connections to their lives and make connections to other disciplines. This course is increasingly taught in Spanish with English used for clarification. Students are expected to actively work toward the 90% target language use threshold. The target proficiency level for students in this course is Intermediate Low.

Communication Standards (Intermediate Low)

1. **Interpretive Communication** - In texts and conversations on topics that relate to students and their immediate environment, relying on understanding simple sentences, supported by repetition and plain language, students:
 - a. Understand traits of multiple cultures and communities. (IL.1.a)
 - b. Understand the main idea and related information. (IL.1.b)
2. **Interpersonal Communication** - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected 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 understand, students:
 - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a)
 - b. Understand, answer, and ask a variety of questions. (IL.2.b)
 - c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)
3. **Presentational Communication** - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected 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 understand, students:
 - a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a)
 - b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b)
 - c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c)
4. **Intercultural Communication** - In interactions in a variety of settings, creating unconnected 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 understand, students:
 - a. Refer to and ask questions about products, practices, and perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity with respect towards diversity. (IL.4.a)
 - b. Use appropriate learned gestures and behaviors. (IL.4.b)
 - c. Avoid major social blunders. (IL.4.c)



Linguistic Cultures Standards (Intermediate Low)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
 - b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
 - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - 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. (IL.6.a.1)
 2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.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. (IL.6.b.1)
 2. Making comparisons of basic language forms. (IL.6.b.2)

Lifelong Learning Standards (Intermediate Low)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
 - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
 - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.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 minimally but consistently:
 - 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. (IL.8.a.1)
 2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
 - b. Become lifelong learners by:
 1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
 2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
 3. Explaining language education requirements for careers of interest. (IL.8.b.3)
 4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)



Subject: Spanish 3 Honors

Units	Concepts / Skills	Activities May Include
<p>Review Units A-F: Reintroduce key structures and vocabulary from Spanish 2-H</p> <p>September (2 weeks)</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>September - October</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>October- November</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>November-December</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 ▪ Oral Exam: Have an interpersonal conversation in Spanish with the teacher regarding common customs in the United States and how they differ from the Hispanic traditions ▪ Act out a skit in groups of one of the Passages of Life that were studied in this chapter



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Chapter 4: December-February	<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 and had done ▪ 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
<p>Chapter 5:</p> <p>February- March</p>	<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, verbal and auditory exam ▪ Digital reader: Flango, read one chapter per week and answer questions
		<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.



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<p>Chapter 6</p> <p>Viajes</p> <p>March- April</p>	<ul style="list-style-type: none"> ▪ Learn vocabulary and expressions regarding train and airplane travel ▪ Highlight specific journeys by train and airplane over the countries of South America. ▪ Review forms used for expressing that you want someone to do something ▪ Be exposed to cultural readings about Bolivia, specifically the unusual protocols for taking off and landing a plane, the geography of the area, including Lake Titicaca and the indigenous peoples who live in the region ▪ Literature, in the form of a short story, "Temprano y con sol" by Emilia Pardo Bazán 	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Partner "Password" game for vocabulary review ▪ Gimkit and Kahoot for thematic vocabulary review ▪ Read short biographies of important people of Hispanic Heritage and play "Find Someone Who", ▪ Create a display for school of posters of the important Hispanics learned about in class. ▪ Watch documentary about the "Nazca lines" in Peru. ▪ Watch a video of traveling up the Andes by train. ▪ Listen to a conversation regarding the preparations for taking a trip ▪ Read cultural reading, "A Bolivia ya" ▪ Chapter project: Create a digital Travel Brochure of a Latin American country that highlights accommodations, food, cultural sites, points of interest, currency, weather and geography. ▪ Presentations will be made to the class ▪ Digital reader: Flango, read one chapter per week and answer questions that follow ▪ Option: Field trip to see the Hispanic Flamenco Ballet



Units	Concepts / Skills	Activities May Include
<p>Chapter 7</p> <p>El arte y la literatura</p> <p>April - May</p>	<ul style="list-style-type: none"> Learn vocabulary and grammatical forms to discuss art, and its genres, as well as different types of literature, including prose and poetry. Learn how to express what would happen if something else happened. (dependent clauses) How to read an excerpt from “Don Quijote” will be read and discussed How to interpret artwork by Diego Rivera, and other famous hispanic artists will be displayed How to interpret a sonnet by Federico García Lorca and a poem by Nicolás Guillén Compare and contrast types of art and literature 	<ul style="list-style-type: none"> Watch a dialog that takes place in a Spanish literature class Read a conversation, “Oh if only i had talent!-Ojalá que tuviera talento!” Digital reader: Flango, read a chapter per week Choose a piece of art by a hispanic artist and answer questions in Spanish, writing your own art critique. Watch an EdPuzzle on the holiday tradition of “Las Posadas” Read poem in class,” No sé por qué piensas tu”, and listen to recording in target language for rhythmic changes Read a short story on a famous latin american legend and how it came into existence. Watch a documentary on the life of artist Frida Kahlo Option: Field Trip to Museum of Fine Arts in Boston
<p>Chapter 8</p> <p>Latinos en Estados Unidos</p> <p>May-June</p>	<ul style="list-style-type: none"> Scaffold on the Hispanic Heritage unit, focusing the history of Hispanics in the United States Learn the vocabulary and grammatical functions to talk about social media, television, radio and print journalism Compare and contrast the experience of Latinos vs non-latino in the United States Gain knowledge of Spanish speaking television shows, movies, magazines, newspapers and websites in the United States 	<ul style="list-style-type: none"> Watch Netflix documentary, “Made in L.A.” regarding sweatshop conditions for Latin immigrants in the garment industry in the 1990’s Play a GimKit game, “Hispanics in the media” to review vocabulary Read a conversation about how the Spanish-speaking media has increased in the United States Digital reader: Flango, read one chapter per week and answer questions Present a biography of an important or famous Hispanic person, by doing research and answering a page of individual questions orally, as asked by the members of the class

Textbook

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