

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Foreign Language

Name of Course: Spanish III

Course Description:

Spanish III is a continuation of the second level course. It is designed for those students who have successfully completed Spanish II with an 83 or higher. Spanish III aims to enhance the students' competence in the four skill areas of listening, reading, writing and speaking as well as their knowledge of Spanish-speaking cultures. Spanish III is a one (1) credit honors challenge course.

Revision Date: 2018

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 1: Para Empezar	TIMEFRAME: 10 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS: Communication: 1.1 1.2 1.3 Culture: 2.1 Connections: 3.1 Comparisons: 4.1 4.2</p>
<p>UNIT OBJECTIVES (SWBATS): Talk about what you and other people are like; tell where you and other people are from. Talk about things you and other people do; write a poem describing what you are like and things you do</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Practice Workbook (vocabulary, grammar). Writing, Audio & Video Workbook. Vocabulary Clip Art. Teacher Worksheets. Mini Project: Poemas en diamante. "All About Me"</p>
<p>ANCHOR VOCABULARY: N/A</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Pruebas: P-1 P-2 Exam View Test Bank CD-Rom Project Rubric Teacher-made quizzes and tests.</p>
<p>EVIDENCE OF MASTERY: Chapter Test Teacher-made Rubrics</p>
<p>DIFFERENTIATED INSTRUCTION: Textbook alternative assessments Modifications for 504/IEP Students</p>

RESOURCES: Textbook provided Audio and video clips

RESOURCE SPECIFIC VOCABULARY: N/A

Wallenpaupack Area School District Curriculum

COURSE: Spanish III

GRADE/S: 9-12

UNIT 1: Chapter 1: Tu día escolar

TIMEFRAME: 10 blocks

PA COMMON CORE/NATIONAL STANDARDS:

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1

UNIT OBJECTIVES (SWBATS):

Describe classroom objects and activities. Talk about classroom rules. Express affirmative and negative ideas. Compare the school rules and customs in other countries with those of your own school. Review **tener** and **stem-changing verbs**.

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.

Saber Vs. Conocer, comparisons: tan/tanto...como, ¿cuánto hace que...?

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

1A:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook.

- Vocabulary Clip Art.
- Situation Cards.
- Communicative Activities.

1B:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook.
- Vocabulary Clip Art.
- Situation Cards.
- Communicative Activities.

Project: “una guía:” trifold brochure
describing WAHS or your ideal school’s extracurricular activities

ANCHOR VOCABULARY: N/A

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pruebas:

1A 1 through 4

1B 1 through 5

Examen del capítulo/ Alternate Assessment.

Exam View Test Bank CD-Rom

Teacher-made quizzes and tests

Project Rubric (Culminating assessment)

EVIDENCE OF MASTERY: Chapter Test
Teacher-made Rubrics

DIFFERENTIATED INSTRUCTION: Textbook alternative assessments
Modifications for 504/IEP Students

RESOURCES: Textbook provided Audio and video clips

RESOURCE SPECIFIC VOCABULARY: N/A

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 1: Chapter 2: Un evento especial	TIMEFRAME: 10 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Communication: 1.1 1.2 1.3</p> <p>Culture: 2.1 2.2</p> <p>Connections: 3.1 3.2</p> <p>Comparisons: 4.1 4.2</p> <p>Communities: 5.1 5.2</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Describe getting ready for a special event. Talk about daily routines. Describe people and things. Express possession. Understand cultural perspectives on clothing. Ser & Estar, possessive adjectives, reflexive verbs.</p> <p>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. Preterite of –ar, -er & -ir regular verbs, demonstrative adjectives, adjectives as nouns.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <p><u>2A:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer). • Writing, Audio & Video Workbook. • Vocabulary Clip Art. • Situation Cards. • Communicative Activities. <p><u>2B:</u></p> <ul style="list-style-type: none"> • Practice Workbook (vocabulary, grammar, puzzle, organizer). • Writing, Audio & Video Workbook.

- Vocabulary Clip Art.
- Situation Cards.
- Communicative Activities.

Project: Clothing/Shopping Dialogue
Children's Books/Preparing for an Event

ANCHOR VOCABULARY: N/A

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pruebas:

2A 1 through 5

2B 1 through 5

Examen del capítulo/ Alternate Assessment.

Exam View Test Bank CD-Rom

Teacher-made quizzes and tests

Oral presentation rubric

**EVIDENCE OF MASTERY: Chapter Test
Teacher-made Rubrics**

**DIFFERENTIATED INSTRUCTION: Textbook alternative assessments
Modifications for 504/IEP Students**

RESOURCES: Textbook provided Audio and video clips

RESOURCE SPECIFIC VOCABULARY: N/A

Wallenpaupack Area School District Curriculum

COURSE: Spanish III

GRADE/S: 9-12

UNIT 1: Chapter 3: Tú y tu comunidad

TIMEFRAME: 10 blocks

PA COMMON CORE/NATIONAL STANDARDS:

Communication:

1.1 1.2 1.3

Culture:

2.1 2.2

Connections:

3.1 3.2

Comparisons:

4.1 4.2

Communities:

5.1 5.2

UNIT OBJECTIVES (SWBATS):

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. **The preterite of ser, ir, tener, estar, & poder; direct object pronouns.**

Give directions for getting to places. Give a friend directions for a task. Discuss driving and good driving habits. Understand cultural perspectives on neighborhoods. **Present progressive, informal commands, direct object pronouns.**

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

3A:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook
- Vocabulary Clip Art
- Situation Cards
- Communicative Activities

3B:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook
- Vocabulary Clip Art
- Situation Cards
- Communicative Activities

ANCHOR VOCABULARY: N/A

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pruebas:

3A 1 through 5

3B 1 through 5

<p>Examen del capítulo/ Alternate Assessment.</p> <p>Exam View Test Bank CD-Rom</p> <p>Teacher-made quizzes and tests</p> <p>Project: Give directions for an errand you have to run using a map</p>
<p>EVIDENCE OF MASTERY: Chapter Test Teacher-made Rubrics</p>
<p>DIFFERENTIATED INSTRUCTION: Textbook alternative assessments Modifications for 504/IEP Students</p>
<p>RESOURCES: Textbook provided Audio and video clips</p>
<p>RESOURCE SPECIFIC VOCABULARY: N/A</p>

Wallenpaupack Area School District Curriculum	
COURSE: Spanish III	GRADE/S: 9-12
UNIT 1: Chapter 4: Recuerdos del pasado	TIMEFRAME: 10 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>Communication: 1.1 1.2 1.3</p> <p>Culture: 2.1 2.2</p> <p>Connections: 3.1 3.2</p> <p>Comparisons: 4.1 4.2</p> <p>Communities: 5.1</p>
<p>UNIT OBJECTIVES (SWBATS): Discuss childhood toys and games. Discuss what you were like as a child. Talk about</p>

activities you used to do as a child. Discuss to or for whom something is done. Understand cultural perspectives on childhood songs. **Imperfect tense, indirect object pronouns.**

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. **Preterite Vs. Imperfect.**

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

4A:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook.
- Vocabulary Clip Art.
- Situation Cards.
- Communicative Activities.

4B:

- Practice Workbook (vocabulary, grammar, puzzle, organizer).
- Writing, Audio & Video Workbook.
- Vocabulary Clip Art.
- Situation Cards.
- Communicative Activities.

Project: "Cuando era niño(a)"

ANCHOR VOCABULARY: N/A

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Pruebas:

4A 1 through 5

4B 1 through 4

Examen del capítulo/ Alternate Assessment.

Exam View Test Bank CD-Rom

Teacher-made quizzes and tests

<p>Project Rubric (Culminating assessment)</p>
<p>EVIDENCE OF MASTERY: Chapter Test Teacher-made Rubrics</p>
<p>DIFFERENTIATED INSTRUCTION: Textbook alternative assessments Modifications for 504/IEP Students</p>
<p>RESOURCES: Textbook provided Audio and video clips</p>
<p>RESOURCE SPECIFIC VOCABULARY: N/A</p>