

Seymour Public Schools Curriculum

Grade: 10-12

Subject: Spanish III Honors

In Spanish III-Honors, emphasis is placed on verbal conversation, with oral and written reports in Spanish. The writing phase of language learning is given more prominence. At this level, readings from Spanish literature and articles on Spanish civilization give greater depth to students' understanding of Spanish grammar and culture.

Spanish III- Honors – Unit 1 - Días Inolvidables

In this unit, the students will learn to communicate using vocabulary related to the weather, outdoors, camping activities, athletic events, and competitive situations.

The unit takes students through a review of the past tense, with focusing on three of the major problem areas with the preterit: verbs with a spelling change, stem-changing-ir verbs, and irregular verbs with endings unique to themselves. The unit then segues into the Imperfect tense, endings, and the irregular verbs: ser, ir, ver.

Cultural topics include the Chilean landscape, national parks of South America, Ecocamps in Chile and sporting events in the Spanish world.

Spanish III- Honors – Unit 2 –¿Cómo te expresas?

In this unit, the students will learn to communicate using vocabulary related to the art, painting, materials, and ways that people use to express themselves.

Review grammar in Unit 2 focuses on Adjective agreement (gender and number) as well as many of the irregular superlatives (major, peor, mayor, menor). Comparisons between nouns and verbs, as well as, Superlatives is reintroduced.

The new grammar points focused in Unit 2 include an analysis of the Preterite versus the Imperfect tenses, and the various situations they are used in.

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Verbs that have definitions changes between the Preterite and the Imperfect are introduced, including Saber, Conocer, Querer, and Poder.

The Past Participle is introduced. Students learn how to form it for –ar, -er, and -ir verbs, as well as many of the irregular forms. The verbs Ser and Estar are revisited and the rules for each reviewed.

Cultural topics include many of the great Spanish artists throughout in the Spanish-speaking world, including Velázquez, Miró, Picasso, etc... Many of the historical styles in the art world are discussed, including Cubism, Magic Realism, Surrealism, etc...

Spanish III- Honors – Unit 3 – ¿Qué haces para estar en forma?

In this unit, the students will learn to communicate using vocabulary related to the health, food, and nutrition. Students will learn about words and expressions related to symptoms, and remedies, as well as eating habits, and physical fitness.

Review vocabulary introduced the unit to words related to food and meals, as well as, body parts and ways of expressing moods and physical pain.

Review grammar in Unit 3 focuses on Direct and Indirect Object Pronouns and their placement within a sentence.

The new grammar points focused in Unit 3 include analysis of relationships between "Word Families" and how a verb form and be related to a noun and an adjective based on that verb.

Affirmative Tú commands are reviewed in preparation for the introduction of all other command forms. Also, eight Irregular Affirmative Tú commands are outlined.

Formation of the Subjunctive comprises the majority of Unit 3. Beginning with Regular Verbs, students will learn how to form the Subjunctive, analyzing the many irregularities along the way, including stem-changing verbs, -gar, -zar, -car verbs, and several uniquely irregular verbs.

Command forms are introduced, both Affirmative and Negative. Students learn to manipulate all verbs into commands, and to properly place direct, indirect, and reflexive pronouns.

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Cultural topics include topics related to international health, foods and medicines, and how they relate to the countries they are from.

Spanish III- Honors – Unit 4 – ¿Cómo te llevas con los demás?

In this unit, the students will learn to communicate using vocabulary related to love and friendships. Students will learn to talk about personal traits, distinguish between positive and negative personal qualities, and conflicts and how to resolve them.

Review grammar in Unit 4 focuses on Reflexive Verbs and how they differ from their non-reflexive Counterparts. Student will be able to conjugate properly Reflexive Verbs in both the present and preterite tenses.

Students are also introduced to Reciprocal Verbs, and how they compare to Reflexive Verbs. Students will learn to independently recognize all reciprocal verbs, outside of those on the vocabulary lists.

The new grammar points focused in Unit 4 include analysis of the Subjunctive when combined with verbs of emotion. Students learn the difference between Por and Para and the many expressions associated with them.

Nosotros Command forms are introduced, both Affirmative and Negative. Students learn to manipulate all verbs using this command, and to properly place direct, indirect, and reflexive pronouns.

Possessive Adjectives are outlined and students learn to convert them into possessive pronouns.

Cultural topics include topics related love and friendships. Several famous poems about said topics are studied by Spanish authors including, Bécquer, Neruda, and Dalton.

Spanish III- Honors – Unit 5 –Trabajo y comunidad

In this unit, the students will learn to communicate using vocabulary related to getting a job, skills needed to perform a job, and interview skills. Also, students will learn how to talk about volunteer work and how they can help out in the community.

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Review grammar in Unit 5 focuses on Present Participle, how to form it and the proper placement of associated pronouns, (direct, indirect, and reflexive).

Students are also reintroduced to vocabulary related to work, emotions, jobs around the home, and business in a community. The new grammar points focused in Unit 5 presents the Present Perfect form. A review of the formation of the past participle is presented. Students will understand the function of the helping verb Haber within the Present Perfect form and when to use it.

The Pluscuamperfecto is also introduced in conjunction with the Present Perfect.

The Present Perfect is combined with the Present Subjunctive mood to create sentences.

Demonstrative Adjectives and Pronouns are a review topic that is readdressed in this unit. As an addition to information reviewed, the third category of demonstrative adjectives (Aquel, etc...) is introduced.

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Unit 1: Días inolvidables

In this unit, the students will learn to communicate using vocabulary related to the weather, outdoors, camping activities, athletic events, and competitive situations.

The unit takes students through a review of the past tense, with focusing on three of the major problem areas with the preterit: verbs with a spelling change, stem-changing-ir verbs, and irregular verbs with endings unique to themselves. The unit then segues into the Imperfect tense, endings, and the irregular verbs: ser, ir, ver.

Cultural topics include the Chilean landscape, national parks of South America, Ecocamps in Chile and sporting events in the Spanish world.

Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish III - Unit 1 Grade: 10-12 1 ½ - 2 months
CCSS Overarching Standards	<p>Reading: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>
Priority Standards (ACTFL)	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. • 1.2: Students understand and interpret written and spoken language on a variety of topics.

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	<ul style="list-style-type: none"> • 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. <p>Culture:</p> <ul style="list-style-type: none"> • 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <p>Connections:</p> <ul style="list-style-type: none"> • 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. <p>Comparisons:</p> <ul style="list-style-type: none"> • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • 5.1: Students use the language both within and beyond the school setting. • 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Demonstration of understanding of vocabulary related to the outdoors, athletic events, competitive. • Understanding of the various irregular verb groups within the preterite. • Knowledge of various sporting events found throughout the Spanish speaking world

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Essential Questions	<ul style="list-style-type: none"> • How do I talk to others about outdoor activities and athletic events ? • How do I talk to others using the past tense? 		
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Know vocabulary related to outdoor activities and camping, natural environment, sports and competitions • Listen and read about excursions and competitions • Talk and write about nature and sports events • Describe a trip • Name a famous pilgrimage route in Spain, El Camino de Santiago, and be able to compare it to similar trips in their community 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 58 • Partner activities: <i>Students partner up and talk to each other in Spanish about outdoor activities and sport events</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar</i> • Reading activities • Academic notebook • Homework 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map • Vocabulary lists • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction • Conjuguemos.com 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary • End of unit test 	

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Unit 2: ¿Cómo te expresas?

In this unit, the students will learn to communicate using vocabulary related to the art, painting, materials, and ways that people use to express themselves.

Review grammar in Unit 2 focuses on Adjective agreement (gender and number) as well as many of the irregular superlatives (major, peor, mayor, menor). Comparisons between nouns and verbs, as well as, Superlatives is reintroduced.

The new grammar points focused in Unit 2 include an analysis of the Preterite versus the Imperfect tenses, and the various situations they are used in. Verbs that have definitions changes between the Preterite and the Imperfect are introduced, including Saber, Conocer, Querer, and Poder.

The Past Participle is introduced. Students learn how to form it for –ar, -er, and -ir verbs, as well as many of the irregular forms. The verbs Ser and Estar are revisited and the rules for each reviewed.

Cultural topics include many of the great Spanish artists throughout in the Spanish-speaking world, including Velázquez, Miró, Picasso, etc... Many of the historical styles in the art world are discussed, including Cubism, Magic Realism, Surrealism, etc...

Subject: Grade: Time Frame: (# of weeks, etc)	Spanish III - Unit 2 Grade: 10-12 1 ½ - 2 months
CCSS Overarching Standards	Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words Read and comprehend complex literary and informational texts independently and proficiently Writing

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	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><u>Speaking and listening</u> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
<p>Priority Standards (ACTFL)</p>	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. • 1.2: Students understand and interpret written and spoken language on a variety of topics. • 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. <p>Culture:</p> <ul style="list-style-type: none"> • 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <p>Connections:</p> <ul style="list-style-type: none"> • 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

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	<p>Comparisons:</p> <ul style="list-style-type: none"> • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • 5.1: Students use the language both within and beyond the school setting. • 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will understand vocabulary related to the art world, the music industry, and expressing understanding feelings about each. • Students will understand the concepts of various genres of Spanish art, their historic periods, and the artist that defined each.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about art and music and theater performances? • How do I use my understanding of culture to communicate and function appropriately in another culture?
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Utilize vocabulary related to art, genres, works of art, artists and performing arts • Use the verb <i>estar + past participle</i> in Spanish • Use verbs with different meaning in the imperfect and preterite • Compare how artists express their ideas • Understand the historical context or a famous artist • Understand the perspective of a person living between cultures

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 104 • Partner activities: <i>Students partner up and talk to each other in Spanish about the art world, music and performing arts</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar</i> • Reading activities • Academic notebook • Homework 	<ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map • Vocabulary lists • Video (content-related) • Video (cultural-related) • Internet (Art Websites) • PowerPoint for grammar instruction • Conjuguemos.com 	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Artist/Genre Project • Essay Writing • Oral Quiz • Aural Quiz • Vocabulary Quizzes • End of unit test

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UNIT 3- ¿Qué haces para estar en forma?

In this unit, the students will learn to communicate using vocabulary related to the health, food, and nutrition. Students will learn about words and expressions related to symptoms, and remedies, as well as eating habits, and physical fitness.

Review vocabulary introduced the unit to words related to food and meals, as well as, body parts and ways of expressing moods and physical pain.

Review grammar in Unit 3 focuses on Direct and Indirect Object Pronouns and their placement within a sentence.

The new grammar points focused in Unit 3 include analysis of relationships between "Word Families" and how a verb form and be related to a noun and an adjective based on that verb.

Affirmative Tú commands are reviewed in preparation for the introduction of all other command forms. Also, eight Irregular Affirmative Tú commands are outlined.

Formation of the Subjunctive comprises the majority of Unit 3. Beginning with Regular Verbs, students will learn how to form the Subjunctive, analyzing the many irregularities along the way, including stem-changing verbs, -gar, -zar, -car verbs, and several uniquely irregular verbs.

Command forms are introduced, both Affirmative and Negative. Students learn to manipulate all verbs into commands, and to properly place direct, indirect, and reflexive pronouns.

Cultural topics include topics related to international health, foods and medicines, and how they relate to the countries they are from.

Subject:	Spanish III - Unit 3
Grade:	Grade: 10-12
Time Frame: (# of weeks, etc)	1 ½ - 2 months

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<p>CCSS Overarching Standards</p>	<p><u>Reading</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p> <p>Read and comprehend complex literary and informational texts independently and proficiently</p> <p><u>Writing</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
<p>Priority Standards (ACTFL)</p>	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. • 1.2: Students understand and interpret written and spoken language on a variety of topics. • 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. <p>Culture:</p> <ul style="list-style-type: none"> • 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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	<p>Connections:</p> <ul style="list-style-type: none"> • 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. <p>Comparisons:</p> <ul style="list-style-type: none"> • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • 5.1: Students use the language both within and beyond the school setting. • 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will learn vocabulary to talk about healthy habits and nutrition • Students will be able to talk about healthy lifestyles.

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Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about health and nutrition? 		
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Use vocabulary related to health advice and nutrition • Talk and write about healthy eating habits and exercise • Give advice to others about healthy lifestyles • Understand the connections between healthy habits and lifestyle in Spanish speaking countries 		
<p style="text-align: center;">Strategies (examples)</p> <ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 150 • Partner activities: <i>Students partner up and talk to each other in Spanish about healthy habits</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to health</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map • Vocabulary lists • Internet (Spanish Foods Websites) • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction 	<p style="text-align: center;">Assessments (examples)</p> <p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • End of unit test 	

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Spanish III- Honors – Unit 4 – ¿Cómo te llevas con los demás?

In this unit, the students will learn to communicate using vocabulary related to love and friendships. Students will learn to talk about personal traits, distinguish between positive and negative personal qualities, and conflicts and how to resolve them.

Review grammar in Unit 4 focuses on Reflexive Verbs and how they differ from their Non-reflexive Counterparts. Student will be able to conjugate properly Reflexive Verbs in both the present and preterite tenses.

Students are also introduced to Reciprocal Verbs, and how they compare to Reflexive Verbs. Students will learn to independently recognize all reciprocal verbs, outside of those on the vocabulary lists.

The new grammar points focused in Unit 4 include analysis of the Subjunctive when combined with verbs of emotion.

Students learn the difference between Por and Para and the many expressions associated with them.

Nosotros Command forms are introduced, both Affirmative and Negative. Students learn to manipulate all verbs using this command, and to properly place direct, indirect, and reflexive pronouns.

Possessive Adjectives are outlined and students learn to convert them into possessive pronouns.

Cultural topics include topics related love and friendships. Several famous poems about said topics are studied by Spanish authors including, Bécquer, Neruda, and Dalton.

Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish III - Unit 4 Grade: 10-12 1 ½ - 2 months
CCSS Overarching Standards	Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

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	<p>Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><u>Writing</u> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p>
<p>Priority Standards (ACTFL)</p>	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. • 1.2: Students understand and interpret written and spoken language on a variety of topics. • 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. <p>Culture:</p> <ul style="list-style-type: none"> • 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <p>Connections:</p> <ul style="list-style-type: none"> • 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

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	<ul style="list-style-type: none"> • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. <p>Comparisons:</p> <ul style="list-style-type: none"> • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • 5.1: Students use the language both within and beyond the school setting. • 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will learn vocabulary to talk about relationships with friends and family • Students will be able to talk about their emotions.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about relationships with friends and family? • How do I talk about conflicts and solutions?
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Use vocabulary related to relationships with friends and family • Talk and write about conflicts • Express opinions and emotions while discussing problems • Understand the relationship between emotions and art in the Hispanic world • Compare the relationships between teens and their parents in Mexico with you own experience

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 242 • Partner activities: <i>Students partner up and talk to each other in Spanish about their families and friendship relationships</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to relationships</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map • Vocabulary lists • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction 	<p data-bbox="1289 331 1608 358"><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments <p data-bbox="1289 505 1625 532"><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary quiz • End of unit test

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Spanish III- Honors – Unit 5 –Trabajo y comunidad

In this unit, the students will learn to communicate using vocabulary related to getting a job, skills needed to perform a job, and interview skills. Also, students will learn how to talk about volunteer work and how they can help out in the community.

Review grammar in Unit 5 focuses on Present Participle, how to form it and the proper placement of associated pronouns, (direct, indirect, and reflexive).

Students are also reintroduced to vocabulary related to work, emotions, jobs around the home, and business in a community.

The new grammar points focused in Unit 5 presents the Present Perfect form. A review of the formation of the past participle is presented. Students will understand the function of the helping verb Haber within the Present Perfect form and when to use it.

The Pluscuamperfecto is also introduced in conjunction with the Present Perfect.

The Present Perfect is combined with the Present Subjunctive mood to create sentences.

Demonstrative Adjectives and Pronouns are a review topic that is readdressed in this unit. As an addition to information reviewed, the third category of demonstrative adjectives (Aquel, etc...) is introduced.

Subject: Grade: Time Frame: (# of weeks, etc.)	Spanish III - Unit 5 Grade: 10-12 1 ½ - 2 months
CCSS Overarching Standards	Reading Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole</p> <p><u>Writing</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p><u>Speaking and listening</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p>
<p>Priority Standards (ACTFL)</p>	<p>Communication:</p> <ul style="list-style-type: none"> • 1.1: Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. • 1.2: Students understand and interpret written and spoken language on a variety of topics. • 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. <p>Culture:</p> <ul style="list-style-type: none"> • 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. • 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <p>Connections:</p> <ul style="list-style-type: none"> • 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

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	<ul style="list-style-type: none"> • 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. <p>Comparisons:</p> <ul style="list-style-type: none"> • 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. • 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. <p>Communities</p> <ul style="list-style-type: none"> • 5.1: Students use the language both within and beyond the school setting. • 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.
SHS Learning Expectations	<ul style="list-style-type: none"> • Students will think critically • Students will communicate effectively and creatively • Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Students will be able to talk about applying for a job and do volunteer work • Students will understand the various “Perfect” forms and when to use them.
Essential Questions	<ul style="list-style-type: none"> • How do I talk and write about volunteer work? • How do I apply for a job? • How do I form the “Perfect” tense?
Performance Expectations (Student outcomes: what will students will know/understand and be able to do)	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> • Talk and write about applying for a job • Listen to and read about job interviews and classified ads • Exchange information about their skills, background experience and job opportunities • Understand the influence of Hispanics in the US • Compare a Mayan folktale with myths and stories in the US • Use the present perfect and the present perfect subjunctive • Use the demonstrative adjectives and pronouns

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Strategies (examples)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none"> • Whole class instruction • Word Study: Developing Content Vocabulary p. 242 • Partner activities: <i>Students partner up and talk to each other in Spanish about jobs</i> • Differentiation ... <i>notes, handouts, multimedia presentations by students, student conversations</i> • Listening activities <i>Teachers offers different activities where students have to listen and write appropriate responses</i> • Writing activities <i>Based on vocabulary and grammar students need to write specific paragraphs related to job seeking or volunteer work</i> • Reading activities <i>Students read multiple reading activities</i> • Academic notebook • Homework 	<ul style="list-style-type: none"> • Realidades 3 Textbook • Core practice book • Map • Vocabulary lists • Internet • Video (content-related) • Video (cultural-related) • PowerPoint for grammar instruction 	<p><u>Formative Assessments</u></p> <ul style="list-style-type: none"> • Workbook exercises • Activities done in class • Writing Assignments <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> • Oral Quiz • Aural Quiz • Vocabulary • End of unit test