

Spanish III

Course Description:

Spanish III is a high school level course and a continuation of Spanish level II. In this course, a variety of techniques are used to address different learning styles and multiple intelligences. The four modalities of listening, speaking, reading, and writing will be practiced to acquire vocabulary, develop communication skills, and enhance language learning strategies in the context of Spanish-speaking cultural situations.

This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-high level according to ACTFL standards. Linguistics and cultural comparisons are made throughout the course. Culture is integrated throughout the text, from the basic intro to vocabulary, to the different themes that are discussed in readings, video clips, and other cultural activities. Connections to other disciplines are addressed through theme pages, authentic photographs, readings and project assignments. The students will not only gain specific knowledge and skills in order to communicate in real life situations, but will develop cultural and esthetic appreciation of the culture. At the end of the course, students will be better prepared to participate in the Spanish-speaking world.

Suggested Course Sequence:

- Unit 1: Repaso A-F (7 weeks)
- Unit 2: Chapter 1 Cocina hispana (7 weeks)
- Unit 3: Chapter 2 ¡Cúidate bien! (7 weeks)
- Unit 4: Chapter 3 Pasajes de la vida (7 weeks)
- Unit 5: Chapter 4 Quehaceres (7 weeks)

Pre-requisite: Spanish level II

Unit Overview

Content Area: Spanish

Unit Title: Unit 1: Repaso A-F

Target Course/Grade Level: Spanish III

Unit Summary: In the Repaso Unit, students will review the vocabulary they learned in Level II associated with school, home, class, sports, daily routines, vacation, shopping, and traveling. They will also review grammar topics such as the present tense of regular and irregular verbs, reflexive verbs, preterite of regular and irregular verbs, imperfect tense, indirect object pronouns, verbs like gustar, and direct object pronouns.

Interdisciplinary

Connections: Social Studies (geography/traveling) and the Arts (Spanish artists)

21st Century Themes & Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

8.1 Educational Technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI# Cumulative Progress Indicator (CPI)

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.2.NH.B.3 Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.

8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.

Unit Essential Questions

- How do you describe your family?
- How do you describe yourself?
- How do you describe a typical day at school?
- How do you compare schools in Spanish-speaking countries with schools in the U.S.?
- What are some popular sports played in the Spanish-

Unit Enduring Understandings

- There are similarities and differences in the daily lives of people in the target language cultures and in the U.S.
- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.

<p>speaking world?</p> <ul style="list-style-type: none"> • How do you talk about things that you do at an airport? • How do you describe different holiday celebrations of the Spanish-speaking world? • How do you describe a typical day at a market? • How do you describe cities in Spanish-speaking countries? • How do you compare different cities and towns in the Spanish-speaking world with the cities and towns in the U.S.? • How do you talk about traveling and staying at a hotel? 	<ul style="list-style-type: none"> • Families share a sense of unity and tradition that often centers around the home. • People shop out of necessity and for fun, whether it be for food, clothing or for gifts. • The concept of travel connotes different meaning to people according to their needs, resources, and experiences. • Travel provides opportunities to gain new insights about self and the world. 																																		
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Discuss and talk about vocabulary topics from Level II (<i>En casa y en clase, Deportes y rutinas, Vacaciones, De compras y fiestas, Ciudad y campo, and El hotel y el restaurante</i>). • Review grammar topics such as the present tense of regular and irregular verbs, reflexive verbs, preterite of regular and irregular verbs, imperfect tense, indirect object pronouns, verbs like gustar, and direct object pronouns. 																																			
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orally
Provide hands-on activities and explanations
Extended time if needed

Extended time if needed
Extra help

English Language Learners:

Assess comprehension through demonstration (gestures/ drawings)
Rephrase questions, directions, and explanations
Highlight key vocabulary

Gifted and Talented Students:

Extra work when time allows
Assign different styles of projects/assignments
Assign tasks to help other students

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary Repaso A-F	On-going throughout the unit
2	Present Tense of Regular Verbs	3 class days
3	The verbs ir, dar, and estar	3 class days
4	Irregular “yo” verbs in the present tense	2 class days
5	Present Tense of stem-changing verbs	3 class days
6	Present Tense of reflexive verbs	3 class days
7	Preterite of regular and irregular verbs	4 class days
8	Imperfect Tense and irregular verbs	3 class days
9	Verbs like gustar	2 class days
10	Indirect object pronouns	3 class days
11	Direct object pronouns	3 class days
12	Preterite vs. Imperfect	On-going throughout the unit
13	Repaso Review	5 class days
14	Test on Repaso Sections	1 class day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia interactive online student edition found @ quia.com

Quick pass @ glencoe.com

Así se dice StudentWorks Plus

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conjuguemos.com

studyspanish.com

bbcen español.com

estudio.quia.com

quizlet.com

Unit Overview

Content Area: Spanish

Unit Title: Unit 2: Capítulo 1

Target Course/Grade Level: Spanish III

Unit Summary: In this chapter, students will learn the way in which several popular Latino dishes are prepared. They will also read a recipe for the popular arroz con pollo. In order to do this, students will learn the command forms of the verbs. They will also be introduced to the subjunctive.

Interdisciplinary

Connections: Social Studies (maps) & Math (using measurements)

21st Century Themes & Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

8.1 Educational Technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
7.2.NH.B.2	Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
7.2.NH.C. 4	Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.
8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.

Unit Essential Questions

- How do you make comparisons between the preparation of foods in Spain, Latin America, and the United States?
- How do you describe typical Hispanic meals?
- How do you order a meal at a restaurant in a Spanish-speaking country?

Unit Enduring Understandings

- There are similarities and differences between the target language cultures and the U.S. in what people eat and how food is prepared and served.
- Food is symbolic to people of their cultural heritage and varies according to their socioeconomic status, geography, and tastes.

<ul style="list-style-type: none"> • How do you describe the taste of foods in the target language? • What are some popular foods of the Spanish-speaking world? • What are some important ingredients of el arroz con pollo? • How do you prepare ropa vieja? What are the ingredients in this popular dish from Cuba? 	<ul style="list-style-type: none"> • Restaurant experiences in the United States and those of the Spanish-speaking countries have cultural similarities and differences.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Discuss and talk about vocabulary on foods and food preparation. They will also discuss different types of Hispanic recipes. • Identify the Subjunctive Mood and its uses • Utilize formal commands to write a recipe card • Use negative informal commands 	
Evidence of Learning	
Formative Assessments <div> <div> Quizlet vocabulary timed activity Vocabulary race games Observation of oral discourse Discussions Questioning Do now/Exit slips Brainstorming activity on foods </div> <div> 35 Question Game Large maps of Spanish-speaking countries in Latin America Communicative activities Dice Game for conjugating verbs Authentic recipe cards Simón Dice: Give and receive commands Conversación activity </div> </div> Summative/Benchmark Assessments <div> <div> Listening activities Authentic reading on recipes Vocabulary quizzes Grammar quizzes Test on Chapter 1 Mini-skits: Talk about cooking Cultural readings/questions Description of a delicious meal </div> <div> Oral Presentation: Cooking shows Writing assignment: Recipe cards Unit on Spain: Map of Spain project </div> </div>	
Resources and Materials: CD player/language lab, interwrite board, elmo, computers. Textbook: ¡Así se dice 3! and Audio and video programs. Vocabulary flash cards and transparencies. Power point presentations. You tube and other cultural video(s)/clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites). Google maps.	
Modifications: <div> <div> Special Education Students: Give instructions in writing and orally Provide hands-on activities and explanations Extended time if needed Organizers Study guides </div> <div> At-risk students: Give extra work to bring home Extended time if needed Extra help Study guides </div> </div>	

English Language Learners:

Assess comprehension through demonstration (gestures/ drawings)

Rephrase questions, directions, and explanations

Gifted and Talented Students:

Extra work and practice materials

Assign different styles of projects/assignments

Assign tasks to help other students

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary on foods and food preparation	On-going throughout the unit
2	Talk about Hispanic recipes	5 class days
3	The Subjunctive	On-going throughout the unit
4	Formal Commands and negative informal commands	On-going throughout the unit
5	Developing reading comprehension skills	4 class days
6	Oral Presentations: Cooking show	8 class days
7	Chapter review	2 class days
8	Chapter 1 test: Listening and Speaking	1 class day
9	Chapter 1 test	1 class day
10	Cumulative Review	2 class days

Teacher Notes:
Curriculum Development Resources

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Unit Overview

Content Area: Spanish

Unit Title: Unit 3: Capítulo 2

Target Course/Grade Level: Spanish III

Unit Summary: In this chapter, students will discuss some exercises and other physical activities to stay in shape. They will also learn some vocabulary they may need to discuss and get emergency medical attention in the event of an accident. Students will also learn some more uses of the subjunctive.

Interdisciplinary

Connections: Science (museums), the Arts, and Health & Well-being

21st Century Themes & Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

8.1 Educational Technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.2.NH.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
8.1.2.A.2	Create a document using a word processing application.

Unit Essential Questions

- How do you identify more parts of the body?
- How do you talk about exercise?
- How do you conduct an exercise class?
- How do you give directions on exercising?
- How do you talk about having a minor accident and a trip to the emergency room?
- How do you discuss physical fitness?
- How do you use the subjunctive with impersonal

Unit Enduring Understandings

- The daily routine of young people in the USA is different from young people in Spanish-speaking cultures.
- By focusing on the universal themes of health and human emotions, this unit invites students to compare important aspects of their everyday lives with those of Spanish speakers.

<p>expressions?</p> <ul style="list-style-type: none"> • What are the stem-changing verbs in the subjunctive? • How do you make comparisons of like things? • What do people in the Spanish-speaking world do to keep healthy and fit? 	
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Identify more parts of the body • Talk about exercise • Talk about having a little accident and a trip to the emergency room • Discuss physical fitness • Utilize the subjunctive with impersonal expressions • Use the subjunctive of stem-changing verbs • Compare like things 	
<p>Evidence of Learning</p>	
<p>Formative Assessments</p> <p>Brainstorming activity: Parts of the Body Vocabulary race games Observation of oral discourse Discussions: What do you do to stay fit? Questioning Do now/Exit slips Paragraph completions</p> <p>Summative/Benchmark Assessments</p> <p>Listening activities Speaking activities Vocabulary quizzes Grammar quizzes Test on Chapter 2 Discussion: What do you do in gym class? Cultural readings/questions</p> <p>Resources and Materials:</p> <p>CD player/language lab, interwrite board, elmo, computers. Textbook: ¡Así se dice 3! and Audio and video programs. Vocabulary flash cards and transparencies. Power point presentations. You tube and other cultural video(s)/clips. TPR Storytelling. Quia.com and other online review websites. Cultural readings from text and other sources (articles, emails, magazines, and online websites). Google maps.</p> <p>Modifications:</p> <p>Special Education Students:</p> <p>Give instructions in writing and orally Provide hands-on activities and explanations Extended time if needed Organizers Study guides</p> <p>At-risk students:</p> <p>Give extra work to bring home Extended time if needed Extra help Study guides</p>	
	<p>White board review for grammar Cities in Spain Communicative activities Charts for irregular verbs in Subjunctive Video clips Simón Dice: Parts of the body Rompecabezas: Puzzles</p> <p>Skit: A day at the gym Partner Activity: Helping someone out after an accident Organizer: What is important for you to do and what is necessary Research paper on physical benefits of some sports</p>

English Language Learners:

Assess comprehension through demonstration (gestures/ drawings)
Rephrase questions, directions, and explanations

Gifted and Talented Students:

Extra work and practice materials
Assign different styles of projects/assignments
Assign tasks to help other students

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary on parts of the body	On-going throughout the unit
2	Vocabulary on exercise and the emergency room	On-going throughout the unit
3	Discussion on physical fitness	On-going throughout the unit
4	Skits: Clase de educación física	4 class days
5	Subjunctive with impersonal expressions	4 class days
6	Subjunctive with stem-changing verbs	6 class days
7	Comparison of like things	4 class days
8	Chapter 2 review for test	2 class days
9	Test Chapter 2: Listening, Reading and Writing	3 class days
10	Cumulative Review	1 class day

Teacher Notes:
Curriculum Development Resources

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bbcenespañol.com
estudio.quia.com
quizlet.com
puzzlemaker.com

Unit Overview

Content Area: Spanish

Unit Title: Unit 4: Capítulo 3

Target Course/Grade Level: Spanish III

Unit Summary: In this chapter, students will learn the vocabulary they need to discuss the various celebrations that accompany each rite of passage. Students will use the subjunctive to express wishes and emotions. They will also learn the possessive pronouns. To continue their literary studies, students will read a poem by Abraham Valdelomar that deals with a holiday meal.

Interdisciplinary

Connections: The Arts (poems by different writers) & History (cathedrals in the Spanish-speaking world)

21st Century Themes & Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

8.1 Educational Technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.2.NH.A.1	Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
7.2.NH.B.3	Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures

Unit Essential Questions

- How do you talk about the passages of life: weddings, baptisms, birthdays, and funerals?
- What are some various rites and celebrations that accompany events in Spanish-speaking countries?
- How do you celebrate La Quinceañera in the Spanish-speaking world?

Unit Enduring Understandings

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large.
- Families share a sense of unity and tradition that often centers around the home.
- There are holidays celebrated in the Spanish-

<ul style="list-style-type: none"> • What are some common wedding traditions? • Who is Peruvian writer Abraham Valdelomar? • How do you express wishes in the subjunctive? • How do you express emotions in the subjunctive? • What are possessive pronouns? 	<p>speaking countries that are different from what we celebrate in the United States.</p> <ul style="list-style-type: none"> • Holidays celebrated in different countries are a part of one's culture. 																														
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> • Talk about passages of life: weddings, baptisms, birthdays, and funerals • Read a poem by Abraham Valdelomar • Use the subjunctive to express wishes and emotions • Identify possessive pronouns 																															
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demonstration (gestures/
drawings)
Rephrase questions, directions,
and explanations

Extra work and practice materials
Assign different styles of projects/assignments
Assign tasks to help other students

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary on the different passages of life	On-going throughout the unit
2	Poems by writers of the Spanish-speaking world	On-going throughout the unit
3	Subjunctive to express wishes and emotions	On-going throughout the unit
4	Possessive pronouns	3 class days
5	Discussions of different passages of life	5 class days
6	Listening and Speaking Activities	4 class days
7	Online Review for test on Chapter 3	2 class days
8	Practice Test	1 class day
9	Test Chapter 3: Listening, Reading and Writing	3 class days
10	Cumulative Review	1 class day

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:

Quia interactive online student edition found @ quia.com

Quick pass @ glencoe.com

Así se dice StudentWorks Plus

Así se dice PowerTeach

conjuguemos.com

studyspanish.com

bbcen español.com

estudio.quia.com

quizlet.com
puzzlemaker.com

Unit Overview

Content Area: Spanish

Unit Title: Unit 5: Capítulo 4

Target Course/Grade Level: Spanish III

Unit Summary: In this chapter, students will learn the basic vocabulary they need to do some routine errands and chores. They will learn these topics by joining a group of Spanish students who have a lot to do before leaving on a trip to Andalusia. Students will also read an Argentine story about the routine chore of carrying a message before e-mail or even mail service. Students will use the subjunctive with expressions of doubt and adverbial clauses. They will also learn to use the pluperfect and conditional perfect tenses and to recognize the future perfect.

Interdisciplinary

Connections: History (Andalusia), Literature (Argentine story), Art (Spanish artists & works of art), & Math (currency)

21st Century

Themes & Skills

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Learning Targets

Standards

7.1 Communication. All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

7.2 Culture. All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

8.1 Educational Technology. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

CPI#	Cumulative Progress Indicator (CPI)
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.2.NH.A.2	Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
7.2.NH.B.1	Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
8.1.5.A.5	Demonstrate the ability to access and use resources on a computing device.

Unit Essential Questions

- How do you talk about errands?
- How do you discuss preparing for a trip through Andalusia?

Unit Enduring Understandings

- There are similarities and differences in the daily lives of people in the target language cultures and

<ul style="list-style-type: none"> • How do you read a short story from Argentina? • How do you express the subjunctive with expressions of doubt? • What is the currency used in Europe? • What are hair salons, laundromats, and banks like in the Spanish-speaking world? • Who are some famous artists in the Spanish-speaking world? 	<p>in the U.S.</p> <ul style="list-style-type: none"> • While differences exist due to culture and geography, students around the world share many common interests and join in similar activities. 																												
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Study guides

English Language Learners:

Assess comprehension through demonstration (gestures/ drawings)
Rephrase questions, directions, and explanations

Gifted and Talented Students:

Extra work and practice materials
Assign different styles of projects/assignments
Assign tasks to help other students

Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
1	Vocabulary on errands and preparing for a trip	On-going throughout the unit
2	Artists	On-going throughout the unit
3	Subjunctive to express doubt	On-going throughout the unit
4	Short story from Argentina	3 class days
5	Art Gallery	On-going throughout the unit
6	Listening and Speaking Activities	4 class days
7	Online Review for test on Chapter 4	2 class days
8	Practice Test	1 class day
9	Test Chapter 3: Listening, Reading and Writing	3 class days
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Teacher Notes:**Curriculum Development Resources**

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Quick pass @ glencoe.com

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Así se dice PowerTeach

conjuguemos.com
studyspanish.com
bbcenespañol.com
estudio.quia.com
quizlet.com
puzzlemaker.com