

East Penn School District
Secondary Curriculum

A Planned Course Statement
For

Spanish III

Course # 524 Grade(s) 9 -12

Department: World Languages

Length of Period (mins.) 41

Total Clock Hours: 126

Periods per Cycle: 6

Length of Course (yrs.) 1

Type of Offering: required ✓ elective

Credit: 1

Adopted: 6/8/09

Developed by:

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Description: Spanish III continues to reinforce and expand upon the four communicative language skills of listening, speaking, reading and writing. Students are expected to use Spanish as much as possible in the classroom. Students will develop control of grammatical concepts through frequent written practices and evaluations. Students will strengthen conversational skills through presentations, dialogues, and partner activities. Relevant information on Hispanic culture will be presented throughout every phase of language learning.

Goals:

- To reinforce and expand upon previously learned communicative language skills
- To further develop proficiency in the four basic skills of listening, speaking, reading, and writing
- To demonstrate an intermediate level of proficiency in each of the four basic skills as set forth by the ACTFL Proficiency Guidelines
- To be aware of the vast extent of the Spanish-speaking world and its integration into their daily lives and future aspirations

Requirements:

- Students should possess on-level English language skills as documented through standardized testing
- Prerequisite: Successful completion of Spanish Level II

Text:

Gahala, et. al., ¡Avancemos! – 2, McDougal Littell, 2007

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
¡A Nuevos Lugares!	1	Students will be able to: <ul style="list-style-type: none"> • discuss travel preparations. • give directions. • discuss vacations. • talk about buying gifts, souvenirs 	L	Vocabulary: <ul style="list-style-type: none"> • Travel Preparations • At the Airport • Vacation activities • Vacations lodgings • Buying gifts and souvenirs Grammar: <ul style="list-style-type: none"> • La ‘a’ personal • Direct and Indirect Object Pronouns • Interrogatives • Review of -AR and Irregular preterite Culture: <ul style="list-style-type: none"> • Country: Costa Rica • Costa Rican artists • Nature preserves in Costa Rica • National parks in Costa Rica 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
Somos Saludables	2	Students will be able to: <ul style="list-style-type: none"> • discuss sports events. • talk about ways to stay healthy. • retell events from the past. 	L	Vocabulary: <ul style="list-style-type: none"> • Sporting events • Parts of the body • Personal Care • Daily routine activities Grammar: <ul style="list-style-type: none"> • Reflexives verbs • Adverbs with MENTE • Pensar + infinitive • Demonstrative adjectives/pronouns • Present Progressive • Review of preterite ER/IR Culture: <ul style="list-style-type: none"> • Country: Argentina • The World Cup – soccer • Daily routines in Argentina and Colombia • Abstract art 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12
Vamos de compras	3	Students will be able to: <ul style="list-style-type: none"> • express opinions about clothing. • talk about shopping and personal needs. • describe past actions and events. • ask for and talk about items in a marketplace. 	L	Vocabulary: <ul style="list-style-type: none"> • Opinions • Shopping • Clothing/Accessories Grammar: <ul style="list-style-type: none"> • Verbs like GUSTAR • Prepositional pronoun • Hacer + time construction • Review of irregular YO verbs • Review of irregular preterite Culture: <ul style="list-style-type: none"> • Focus: Puerto Rico • Historical art, Puerto Rico • Masks, Handicrafts 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12

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Cultura Antigua, Cultura Moderna	4	Students will be able to: <ul style="list-style-type: none"> • describe continuing activities in the past. • narrate past events. • describe early civilizations. • describe the layout of a modern city. • ask for and give directions. 	L	Vocabulary: <ul style="list-style-type: none"> • Characters, legends, storytelling • Ancient civilizations • Modern civilizations Grammar: <ul style="list-style-type: none"> • Past participles/Adjectives • Imperfect • Imperfect V. Preterite • Review – Preterite of LOCC Verbs • Review – Preterite CAR, GAR, -ZAR verbs Culture: <ul style="list-style-type: none"> • Country: México, Ecuador • Ocotlán, México • National Museum of Anthropology, Mexico City • Zapotecs, Otavalans 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12
¡A comer!	5	Students will be able to: <ul style="list-style-type: none"> • identify and describe ingredients. • discuss food preparations and follow recipes. • give instructions and make recommendations. • order food in a restaurant and describe food and service. 	L	Vocabulary: <ul style="list-style-type: none"> • Ingredients • Food preparation • Restaurant phrases • Setting the table • Restaurant dishes Grammar: <ul style="list-style-type: none"> • Adjectives with –ISIMO • Ud/Uds. formal commands • Affirmative/Negative words • Double Object Pronouns Culture: <ul style="list-style-type: none"> • Country: Spain • Plaza Mayor • Pablo Neruda • Mealtimes in Spain, Uruguay, El Salvador 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1, 4.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12

Unit	Num	Objective	Level	Content	Evaluation	Standard
<p>¿Te gusta el cine?</p>	<p>6</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • tell others what to do. • make suggestions. • talk about movies and how they affect them. • make future plans. • express hopes and wishes. • extend and respond to invitations. • talk about technology. 	<p>L</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Making movies • By Email • On the telephone • Accept/Decline invitations • Convincing others <p>Grammar:</p> <ul style="list-style-type: none"> • Review IR A INFINITIVE • Negative/Affirmative Tú commands • Subjunctive <p>Culture:</p> <ul style="list-style-type: none"> • Country: United States • Chicano art • International film festivals • Spanish speaking actors in Hollywood • Travel and tourism 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	<p>ACFTL: 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2</p> <p>PA Career: 13.1.11, 13.2.11, 13.3.11</p> <p>PA Tech.: 3.8.12</p>

Unit	Num	Objective	Level	Content	Evaluation	Standard
Soy periodista	7	Students will be able to: <ul style="list-style-type: none"> • discuss school- related issues. • state and respond to opinions. • present logical and persuasive arguments. • identify and explain relationships. • compare personalities, attitudes, and appearances. 	L	Vocabulary: <ul style="list-style-type: none"> • Discussing important issues • The school newspaper • School-related issues • Expressing opinions • Extended family • Relationships with others • Personality traits Grammar: <ul style="list-style-type: none"> • Subjunctive + impersonal expressions • Por V. Para • Long form possessive adjectives • Comparisons/Superlatives Culture: <ul style="list-style-type: none"> • Country: República Dominicana • Taino art • Schools in Santo Domingo 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12
Nuestro futuro	8	Students will be able to: <ul style="list-style-type: none"> • express what is true or not true. • discuss environmental problems and solutions. • talk about future actions or events. • talk about professions. • predict future actions. 	L	Vocab: <ul style="list-style-type: none"> • Environment and conservation • Natural resources • Recycling • Expressing truth and doubt • Careers and professions Grammar: <ul style="list-style-type: none"> • Spell change –ger verbs • Impersonal ‘se’ • Future tense • Subjunctive certainty/doubt Culture: <ul style="list-style-type: none"> • Country: Ecuador • Endangered species • National parks 	<ul style="list-style-type: none"> • Tests (oral and written) • Quizzes (oral and written) • Oral dialogues • Informal assessment in class • Formal and informal impromptu and prepared writing prompts • Student presentations (formal and informal) • Group discussions 	ACFTL: 1.1, 1.2, 1.3, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2 PA Career: 13.1.11, 13.2.11, 13.3.11 PA Tech.: 3.8.12