

Spanish 3

INTERMEDIATE

COMMUNICATION GOALS: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

Standards:

1 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

1.1 I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

1.1.1 I can identify the topic and related information from simple sentences in short informational texts.

1.1.2 I can understand the main idea and key information in short straightforward informational texts.

1.1.3 I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational texts.

1.2 What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?

1.2.1 I can identify the topic and related information from simple sentences in short fictional texts.

1.2.2 I can understand the main idea and key information in short straightforward fictional texts.

1.2.3 I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

1.3 What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?

1.3.1 I can identify the main idea in short conversations.

1.3.2 I can identify the main idea and key information in short straightforward conversations.

1.3.3 I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.

2 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

2.1 I can exchange information and ideas in conversation?

2.1.1 I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.

2.1.2 I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

2.1.3 I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

2.2 How can I meet my needs or address situations in conversations?

2.2.1 I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.

2.2.2 I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of followup questions.

2.2.3 I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

2.3 I can express, react to, and support preferences and opinions in conversations?

2.3.1 I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.

2.3.2 I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

2.3.3 I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers

3.1 I can present information to narrate about my life, experiences and events?

3.1.1 I can present personal information about my life, activities and events, using simple sentences.

3.1.2 I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.

3.1.3 I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames

3.2 I can present information to give a preference, opinion or persuasive argument?

3.2.1 I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

3.2.2 I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

3.2.3 I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.

3.3 I can present information to inform, describe, or explain?

3.3.1 I can present on familiar and everyday topics, using simple sentences.

3.3.2 I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences.

3.3.3 I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

CULTURES GOALS: Interact with cultural competence and understanding.

Standards:

4 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

5 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS GOALS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.

Standards:

6 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

7 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

7.1 In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.

COMPARISONS GOALS: Develop insight into the nature of language and culture in order to interact with cultural competence.

Standards:

8 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

9 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

9.1 In my own and other cultures I can identify some typical practices related to familiar everyday life.

COMMUNITIES GOALS: Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Standards:

10 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

10.1 I can interact at a functional level in some familiar contexts.

11 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

| Unit | ACTFL Standards | Duration | Vocabulary | Grammar | Essential questions | Exams/ Projects | Goals |
|--|---|----------------------|---|--|--|--|--|
| ¿Qué haces en la escuela? ¿Qué haces después de las clases? | 1.1.1, 1.2.1, 1.3.1 2.1.1, 2.2.1, 2.3.1 3.1.1, 3.2.1, 3.3.2 4 6 7.1 8 | 4 weeks Quarter 1 | School activities, school rules, classroom objects, extracurricular activities and pastimes | The verb TENER, verbs with irregular YO forms, stem changing verbs, affirmative and negative words, making comparisons SABER and CONOCER, HACE + time expressions, the verb IR | ¿Qué haces en la escuela? ¿Qué haces en la clase...? ¿Cómo se dice? ¿Cómo son tus clases? ¿Cuál es tu pasatiempo? ¿Cuáles son tus actividades curriculares? | Formative grades: Vocabulary, vocabulary in context. Affirmative and negative words verbs Vocabulary test (summative) Chapter test (summative) Writing/ oral presentation: skit , what I do at school | By the end of the chapter the student will be able to listen and read about school activities and after school activities. Exchange information about what you do during school and after school. Compare schools and extracurricular activities in the Spanish speaking world and the U.S. |
| ¿Cómo te preparas? ¿Qué ropa compraste? | 1.1.1, 1.2.1, 1.3.1, 2.1.2, 2.2.1, 2.3.1, 3.1.2, 3.2.1, 3.3.2 4 7.1 8 9.1 | 4 weeks Quarter 1 | Daily routines, clothing, fashion and shopping | Reflexive verbs, the verbs SER and ESTAR, possessive adjectives, preterite of regular verbs, demonstrative adjectives, using adjectives as nouns. | ¿Cómo te preparas para...? ¿Cómo estás? ¿Cómo están? ¿De quién es? ¿Qué ropa compraste? ¿Qué usas para...? ¿Cuánto cuesta? ¿Qué llevas? | Formative grades: Vocabulary recognition and definition. Reflexive verbs. The verbs SER and ESTAR. Possessive adjectives. Preterite of regular verbs. Demonstrative adjectives. Summative grades Vocabulary test Chapter test writing/oral presentation; Fashion show | By the end of this chapter the student will be able to: Listen and read about daily routines. Exchange information about your typical routine. Listen and read about clothing people bought . Talk and write about shopping trips. Exchange information about when and where you bought what you are wearing. |
| ¿Qué hiciste ayer? ¿Cómo se va? | 1.1.2, 1.2.2, 1.3.2, 2.1.2, 2.2.2, 2.3.1, 3.1.2, 3.2.2, 3.3.2 4 6 7.1 8 | 4 weeks Quarter 2 | Places around town, errands, giving directions, good driving habits. | Direct object pronouns, preterite forms of IR, SER, HACER, TENER, ESTAR, PODER, irregular TÚ commands, present progressive: irregular forms. | ¿Qué hiciste ayer? ¿Qué hiciste esta mañana? ¿Dónde está? ¿Cómo se va? | Formative grades: Vocabulary recognition and definition. Direct object pronouns. Preterite forms of IR, SER, HACER, TENER, ESTAR, PODER | By the end of this chapter the student will be able to listen, speak, write and read about where people went, what they did, and what you bought in the past, giving directions and driving. |

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| | 9.1 10.1 | | | | | Irregular TÚ commands. Present progressive: irregular forms. Summative Test: Vocabulary test Chapter test Writing/ oral presentation: Students draw a map and explain how to get to different places. | |
| Quando éramos niños Celebrando los días festivos. | 1.1.2, 1.2.2, 1.3.2, 2.1.2, 2.2.2, 2,3,1, 3.1.2, 3.2.2, 3.3.2 5 6 7.1 8 9.1 10.1 | 4 weeks Quarter 2 | Toys, games, and childhood games, describing family members and holiday celebrations. | Imperfect tense, Indirect object pronouns, preterite and imperfect: describing situation, reciprocal actions | ¿Qué jugabas de niño? ¿Qué juguetes tenías? ¿Quiénes eran tus amigos de niño? ¿Cómo se celebra? ¿Cuántos años tenías cuando...? | Formative grades: Vocabulary recognition and definition. Imperfect tense and preterite, indirect object, reciprocal actions. Summative grade Vocabulary test Chapter test Writing/ oral presentation: The students will choose a kids game, write the rules, explained to their peers and play it. | By the end of this chapter the student will be able to: Listen, read, talk and write about your favorite childhood memories. How he/she was as a child. Where, with whom and how you used to celebrate birthdays and holidays as a child. |
| Semester 1 Exam Covers everything taught up to this point | Oral, listening, reading and written test | | | | | | |
| Un acto heroico Un accidente | 1.1.3, 1.2.3, 1.3.2, 2.1.3, 2.2.2, 2.3.2, 3.2.2, 3.3.2 4 8 | 4 weeks Quarter 3 | Emergencies, accidents, rescues, heroic acts, injuries and treatments. | Preterite and imperfect, preterite of the verbs: OIR, LEER, CREER, DESTRUIR, VENIR, PONER, DECIR, and TRAER. | ¿Qué paso? ¿A qué hora paso? ¿Qué hiciste? | Formative grades: Vocabulary recognition and definition. Preterite verbs, preterite and imperfect Summative grade: | By the end of this chapter the students will be able to: Listen to, read, write and talk about: disaster, rescues, injuries and medical treatment. |

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| | | | | | | Vocabulary test. Chapter test Presentation: The students will write and present news about natural disasters. | |
| ¿viste el partido en la televisión? ¿Qué película has visto? | 1.1.3, 1.2.3, 1.3.3, 2.1.3, 2.2.3, 2.3.2, 3.2.2, 3.3.2, 5 7.1 8 9.1 | 4 weeks Quarter 3 | Televised programs, movie plots and characters, opinions | Reflexives verbs, preterite of -IR stem-changing verbs. Verbs that use indirect object pronouns The present perfect | ¿Qué viste en la televisión? ¿Qué piensas del programa? ¿Qué película quieres ver/ has visto? ¿Te molesta o te fascina? | Formative grades: Vocabulary recognition and definition. Present perfect. Stem- changing verbs. Indirect object pronouns Summative grades: Vocabulary test Chapter test Presentation: Students will play a piece of a movie. | By the end of this chapter the students will be able to: Listen to, read, write and speak about TV programs and movies. |
| Un viaje en avión. Traveling in a foreign city. | 1.2.3, 1.2.3, 1.3.3, 2.1.3, 2.2.3, 2.3.3, 3.1.2, 3.2.2, 3.3.3 4 8 9.1 10.1 | 4 week Quarter 3 | Visiting an airport. Taking a trip to foreign country. Staying in a hotel. Being a good tourist. | The present subjunctive regular and irregular verbs; DAR, ESTAR, IR, SABER, and SER Present subjunctive of stem-changing verbs. | ¿Qué hice en mis vacaciones? ¿Cómo se va? ¿Qué te gustó más de ese país? ¿Qué no te gustó? | Formative grades: Vocabulary recognition and definition. Present subjunctive regular verbs. P.S irregular verbs and stem-changing. Summative grades: Vocabulary test. Chapter test. Presentation: students will create a poster inviting people to visit a specific Spanish city. | By the end of this chapter the students will be able to: Listen to, read, write and speak about planning a trip and travel to a foreign country. |
| ¿Qué profesión | | 5 week | Professions, making | The future tense | ¿Cómo te ves en el | Formative | By the end of the |

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| tendrás? ¿Cómo te ves en el futuro? | 1.1.3, 1.2.3, 1.3.3, 2.1.3, 2.2.3, 2.3.3, 3.1.2, 3.2.3, 3.3.3 5 6 8 10.1 | Quarter 4 | plans for the future. Predictions for the future. | The verb HACER, PODER, SABER, TENER and HABER, DECIR, PONER, QUERER, SALIR, and VENIR in the future tense. | futuro? ¿En que vas a trabajar? ¿Cómo será tu vida en 5 años? | grades: Vocabulary recognition and definition. Future tense: regular and irregular verbs. Summative grades: Vocabulary test Chapter test Writing assessment. ¿Qué voy a ser cuando sea grande? | chapter the student will be able to: Listen to, read, write and speak about students' plans and career goals. |
| Semester 2 Exam Covers everything taught this school year | Oral, Listening, Reading and written test. | | | | | | |

