Course Title: SPANISH III
Subject: WORLD LANGUAGE
Grade Level: 9 - 12
Duration: 1 YEAR
Prerequisite: SPANISH II OR EQUIVALENT
Elective or Required: ELECTIVE

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
The Spanish III course is designed to strengthen learners' abilities in Spanish. Students will review and implement all major grammatical concepts, improve existing vocabulary and grammatical knowledge, as well as enhance speaking, writing, listening and reading comprehension skills. The course will include excerpts from Hispanic literature, including legends, poetry by noted authors and history. Classes will be held totally in the target language, except where clarification is necessary.

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Date Submitted: Summer 2015
SPANISH III

Topic/Unit: THE OUTDOORS

Approximate # Of Weeks: 4

Essential Questions:
Am I able to hold a conversation about the outdoors? Can I narrate a series of events in the past tense? Do I understand the endings for the preterite tense? Am I familiar with national parks in South America?

Upon completion of this unit students will be able to:
- understand and define terms relating to outdoor activities. (7.1.IM.A.1)
- comprehend oral and written stories about the outdoors. (7.1.IM.A.4)
- converse about outdoor activities. (7.1.IM.B.5)
- discuss events that have happened to them. (7.1.IM.B.4)
- identify national parks in South America. (7.1.IM.C.4)

Common Core ELA Standards:
- Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)
- Language Standards (7.L.1,3,4)
- Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
- Prepare and present dialogues about mishaps on a camping trip.
- Follow a documentary on outdoor sports by filling in missing parts of a script.
- Complete (online or traditional) text and workbook exercises for visual and written practice.
- Compete by playing Taboo using thematic vocabulary.
- Complete grammatical and vocabulary crossword puzzles.
- Prepare oral answers to a series of questions related to outdoor activities.
- Read and answer questions about important national parks of South America.
- Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
- Take dictation with sentences containing preterite verbs and thematic vocabulary.
Enrichment Activities:
- Practice thematic vocabulary with timed competitions using Scatter on Quizlet.
- Research and compare and contrast national parks that students have visited with those discussed in South America.
- Interview fellow students about their experiences on camping trips.

Methods of Assessments/Evaluation:
- quizzes and unit test
- DVD and audio comprehension
- listening and speaking assessments
- role-playing (dialogues)
- quiz games
- homework
- classwork
- class discussions
- open-ended questions

Resources/Including Online Resources
- Realidades 3, textbook, workbook and ancillaries
- www.pearsonsuccessnet.com (online textbook)
- Google Apps for Education (GAFE)
- www.phschool.com (student practice website)
- Teacher Webpage
SPANISH III

Topic/Unit: THE ARTS

Approximate # Of Weeks: 5

Essential Questions:
Am I able to discuss a variety of works of art? Can I express events in the past with greater clarity by using both the imperfect and preterite tenses? Do I understand the importance of Frida Kahlo in the art world?

Upon completion of this unit students will be able to:
- understand and define terms relating to the arts. (7.1.IM.A.1)
- comprehend oral and written stories relating to the arts. (7.1.IM.A.4)
- discuss artists and works of art. (7.1.IM.B.5)
- converse about paintings, plays and literary works. (7.1.IM.B.4)
- discuss the life and works of Frida Kahlo and her contributions to the arts. (7.1.IM.C.4)
- identify and employ the preterite and imperfect verb tenses in context. (7.1.IM.B.5)

Common Core ELA Standards:
- Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)
- Language Standards (7.L.1,3,4)
- Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
- Role-play a variety of artists, patrons and critics.
- Follow a documentary on the arts by filling in missing parts of a script.
- Read a short biography on the life of Frida Kahlo.
- Watch a documentary on Frida Kahlo and discuss her impact on the art world.
- Complete (online or traditional) text and workbook exercises for visual and written practice.
- Discuss the social and political importance of Picasso’s Guernica.
- Compete by playing Taboo using thematic vocabulary.
- Prepare oral answers to a series of questions related to the arts.
- Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
• Take dictation with sentences containing preterite and imperfect verbs and thematic vocabulary.

**Enrichment Activities:**
• Organize a presentation about a contemporary Hispanic author or painter.
• Listen to a description of a work of art then try to recreate that piece in an artistic rendition.
• Write a letter to a local museum curator, convincing him or her to exhibit a specific piece.

**Methods of Assessments/Evaluation:**
• quizzes and unit test
• class discussions
• DVD and audio comprehension
• listening and speaking assessments
• role-playing (dialogues)
• quiz games
• homework
• classwork
• open-ended questions

**Resources/Including Online Resources**
• *Realidades* 3, textbook, workbook and ancillaries
• www.pearsonsuccessnet.com (online textbook)
• www.phschool.com (student practice website)
• Teacher Webpage
• Google Apps for Education (GAFE)
• PBS: *The Life and Times of Frida Kahlo*
SPANISH III

Topic/Unit: HEALTH AND FITNESS

Approximate # Of Weeks: 4

Essential Questions:
Can I discuss nutrition and fitness and express poor health and habits? Am I able to clearly express myself with correct pronouns and progressives? What do I know about Mesoamerican cultures and their contributions to modern society?

Upon completion of this unit students will be able to:
● understand and define terms relating to health and fitness. (7.1.IM.A.1)
● comprehend oral and written stories relating to health. (7.1.IM.A.4)
● discuss nutrition and physical fitness. (7.1.IM.B.5)
● converse about nutritional habits and illness. (7.1.IM.B.4)
● define Mesoamerica and elements of life and leisure activities. (7.1.IM.C.4)
● correctly use pronouns and the progressive tenses in context. (7.1.IM.B.5)

Common Core ELA Standards:
● Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)
● Language Standards (7.L.1,3,4)
● Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)
● Standard 6.1 U.S. History: America in the World
● Standard 9.1 21st Century Life and Career Skills
● Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
● Define Mesoamerica and read and discuss its culture. Compare that to our social norms today.
● Discuss Mesoamerican Ball Game and watch a video clip.
● Compete by playing Taboo using thematic vocabulary.
● Complete grammatical and vocabulary crossword puzzles.
● Prepare oral answers to a series of questions employing pronouns and the progressive tenses.
● Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
● Take dictation with sentences containing pronouns, progressives and thematic vocabulary.
● Complete (online or traditional) text and workbook exercises for visual and written practice.
● Role-play a conversation between a sick patient and a doctor.
● Compete by playing a game of HeadsUp using phones and an app (or a more traditional non-digital version of Hedbanz).
● Follow a documentary on how stress affects health by filling in missing parts of a script.

Enrichment Activities:
● Create a healthy grocery shopping list.
● Write a letter to the school principal, requesting that changes be made to the cafeteria menu.

Methods of Assessments/Evaluation:
● quizzes and unit test
● DVD and audio comprehension
● listening and speaking assessments
● role-playing (dialogues)
● quiz games
● homework
● classwork
● open-ended questions
● class discussions

Resources/Including Online Resources
● Realidades 3, textbook, workbook and ancillaries
● Google Apps for Education (GAFE)
● www.pearsonsuccessnet.com (online textbook)
● www.phschool.com (student practice website)
● iTunes or Google Play: HeadsUp app
● Teacher Webpage
● YouTube: a variety of recreations of Mesoamerican Ball Game
● YouTube: video clip of film El Dorado, scene of Mesoamerican Ball Game
SPANISH III

Topic/Unit: INTERPERSONAL RELATIONSHIPS

Approximate # Of Weeks: 5

Essential Questions:
Am I able to talk about how people relate to family and friends? Can I clearly express myself using *por* and *para*? What do I know about poetry in Spanish?

Upon completion of this unit students will be able to:
- understand and define terms relating to relationships. (7.1.IM.A.1)
- comprehend oral and written stories about relationships. (7.1.IM.A.4)
- discuss personality traits and conflicts. (7.1.IM.B.5)
- identify the tone and vocabulary of an argument. (7.1.IM.B.4)
- understand the importance of Pablo Neruda in the world of poetry and what he expresses. (7.1.IM.C.4)
- correctly use the words *por* and *para* in context. (7.1.IM.B.5)

Common Core ELA Standards:
- Language Standards (7.L.1,3,4)
- Speaking and Listening Standards (7.SL.1)
- Reading Standards for Literature (7.RL.4,7)

Interdisciplinary Standards (njcccs.org)
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
- Compete by playing *Taboo* and/or *Hedbanz* using vocabulary about personal relationships.
- Complete a vocabulary crossword puzzle.
- Complete (online or traditional) text and workbook exercises for visual and written practice.
- Prepare oral translations to sentences requiring *por* and *para*.
- Read, analyze and recite a poem by Pablo Neruda.
- Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
• Take dictation with sentences containing *por* and *para* and thematic vocabulary.
• Role-play a conversation between friends having an argument.
• Follow a documentary on how families deal with living in close quarters.

**Enrichment Activities:**
• Research and recite another Pablo Neruda poem.
• Make a list of positive personality traits that describe a classmate and have peers guess the identity of the student.

**Methods of Assessments/Evaluation:**
• listening and speaking assessments
• role-playing (dialogues)
• quiz games
• homework
• quizzes and unit test
• DVD and audio comprehension
• classwork
• open-ended questions
• class discussions

**Resources/Including Online Resources**
• *Realidades* 3, textbook, workbook and ancillaries
• Google Apps for Education (GAFE)
• www.pearsonsuccessnet.com (online textbook)
• www.phschool.com (student practice website)
• Teacher Webpage
• YouTube: sample readings of Pablo Neruda’s *Me gustas quando callas*
SPANISH III

Topic/Unit: EMPLOYMENT

Approximate # Of Weeks: 4

Essential Questions:
Could I converse well during a job interview? Could I understand a help wanted ad and a resume? Am I able to communicate more succinctly, employing the perfect tenses?

Upon completion of this unit students will be able to:
- understand and define terms relating to employment. (7.1.IM.A.1)
- comprehend oral and written commentaries about employment. (7.1.IM.A.4)
- discuss jobs and expectations. (7.1.IM.B.5)
- identify the tone and vocabulary of an interview. (7.1.IM.B.4)
- employ the perfect tenses in context. (7.1.IM.B.5)

Common Core ELA Standards:
- Language Standards (7.L.1,3,4)
- Speaking and Listening Standards (7.SL.1)
- Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)

Interdisciplinary Standards (njcccs.org)
- Standard 9.1 21st Century Life and Career Skills
- Standard 9.3 Career Awareness, Exploration, and Preparation

Activities – include 21st Century Technologies:
- Play a game of Scruples ("Have you ever...")
- Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
- Take dictation with sentences containing perfect tenses and thematic vocabulary.
- Role-play a job interview.
- Watch a documentary on job prospects and the value of volunteer work.
Complete a vocabulary crossword puzzle.
Complete (online or traditional) text and workbook exercises for visual and written practice.
Prepare translations to sentences requiring perfect tenses.

Enrichment Activities:
- Create a resume and a cover letter.
- Design a professionally classified ad for a teaching position.

Methods of Assessments/Evaluation:
- Listening and speaking assessments
- Role-playing (dialogues)
- Quiz games
- Homework
- Quizzes and unit test
- DVD and audio comprehension
- Classwork
- Open-ended questions
- Class discussions

Resources/Including Online Resources
- Realidades 3, textbook, workbook and ancillaries
- www.pearsonsuccessnet.com (online textbook)
- www.phschool.com (student practice website)
- Teacher Webpage
- Google Apps for Education (GAFE)
SPANISH III

Topic/Unit: THE FUTURE

Approximate # Of Weeks: 5

Essential Questions:
Can I discuss future events? Why is it important to study technology and how does it impact my life? What are architects doing to improve quality of life and to reduce environmental impacts?

Upon completion of this unit students will be able to:
● understand and define terms relating to technology. (7.1.IM.A.1)
● comprehend oral and written stories about the future. (7.1.IM.A.4)
● converse about jobs in technology. (7.1.IM.B.5)
● discuss events that will happen. (7.1.IM.B.4)
● identify architectural marvels of the modern world. (7.1.IM.C.4)

Common Core ELA Standards:
● Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)
● Language Standards (7.L.1,3,4)
● Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)
● Standard 9.1 21st Century Life and Career Skills
● Standard 9.3 Career Awareness, Exploration, and Preparation
● Standard 8.2 Technology Education
● Standard 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
● Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
● Prepare answers to questions about predicting the future.
● Take dictation with sentences containing the future and conditional tenses and thematic vocabulary.
● Read about and discuss famous architects and the reasoning behind their designs and their environmental impacts.
● Role-play a job interview for jobs that focus on technology.
● Watch a documentary on university students studying technology.
● Complete a vocabulary crossword puzzle.
● Complete (online or traditional) text and workbook exercises for visual and written practice.
● Prepare translations to sentences requiring the future and conditional.
● Play a game of Scruples ("Would you ever...")

Enrichment Activities:
● Make a list of jobs that will not exist in 10 years and defend those choices.
● Create a list of current resume buzz words.

Methods of Assessments/Evaluation:
● quizzes and unit test
● DVD and audio comprehension
● listening and speaking assessments
● role-playing (dialogues)
● quiz games
● homework
● classwork
● class discussions
● open-ended questions

Resources/Including Online Resources
● Realidades 3, textbook, workbook and ancillaries
● Google Apps for Education (GAFE)
● www.pearsonsuccessnet.com (online textbook)
● www.phschool.com (student practice website)
● Teacher Webpage
Course Name

Topic/Unit: MYTHS AND LEGENDS

Approximate # Of Weeks: 4

Essential Questions:
- Can I clearly give and understand commands? Am I aware of the myths and legends of ancient cultures? Why is Don Quixote so important in the literary world?

Upon completion of this unit students will be able to:
- understand and define terms relating to archaeology. (7.1.IM.A.1)
- comprehend oral and written stories from centuries ago. (7.1.IM.A.4)
- discuss the value and meaning of artefacts. (7.1.IM.B.5)
- give commands in a variety of situations. (7.1.IM.B.4)
- express their familiarity with the work Don Quixote. (7.1.IM.C.4)

Common Core ELA Standards:
- Reading Standards for Literature (7.RL.4,7)
- Language Standards (7.L.1,3,4)
- Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)
- Standard 6.2 World History, Global Studies

Activities – include 21st Century Technologies:
- Recite the first line from Don Quixote.
- Compete by playing Taboo and/or Hedbanz using vocabulary about archaeology and anthropology.
● Complete (online or traditional) text and workbook exercises for visual and written practice.
● Prepare oral translations to commands.
● Read and discuss an Aztec myth about the origin of the Moon.
● Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
● Take dictation with sentences containing commands and thematic vocabulary.
● Role-play a conversation between a professor of archaeology and a student.
● Watch a documentary on phenomena of the ancient world and complete the script.
● Read and discuss chapters of Don Quixote, followed by film clips.
● Read a short history of the author and impact of Don Quixote.

Enrichment Activities:
● Recite the first several lines of Don Quixote.
● Watch a documentary about Easter Island and discuss the mystery of the moai.

Methods of Assessments/Evaluation:
● listening and speaking assessments
● role-playing (dialogues)
● quiz games
● homework
● quizzes and unit test
● DVD and audio comprehension
● classwork
● open-ended questions
● class discussions

Resources/Including Online Resources
● Realidades 3, textbook, workbook and ancillaries
● www.pearsonsuccessnet.com (online textbook)
● Google Apps for Education (GAFE)
● www.phschool.com (student practice website)
● Teacher Webpage
● YouTube: film excerpts from Don Quixote
SPANISH III

Topic/Unit: 1492

Approximate # Of Weeks: 5

Essential Questions:
Why is the year 1492 so historically significant? Can I express my understanding of that point in history? Can I properly employ the use of the subjunctive?

Upon completion of this unit students will be able to:

● understand and define historical terms. (7.1.IM.A.1)
● comprehend oral and written documents from the past. (7.1.IM.A.4)
● describe life before and after 1492. (7.1.IM.B.5)
● construct more advanced and grammatically complex sentences. (7.1.IM.B.4)
● explain the historical and cultural significance of the year 1492. (7.1.IM.C.4)

Common Core ELA Standards:

● Literary Nonfiction and Historical, Scientific, and Technical Texts (7.RI.4,7)
● Language Standards (7.L.1,3,4)
● Speaking and Listening Standards (7.SL.1)

Interdisciplinary Standards (njcccs.org)

● Standard 6.1 U.S. History: America in the World
● Standard 6.2 World History, Global Studies
Activities – include 21st Century Technologies:
● Practice vocabulary using culturally relevant pictures on the Smartboard.
● Verbally translate sentences requiring the use of the subjunctive.
● Take dictation with sentences containing the subjunctive and thematic vocabulary.
● Use traditional or online flashcards (Quizlet) to practice vocabulary with definitions in Spanish.
● Read about and discuss Muslim, Jewish, and Catholic life in Spain from the years 711 – 1492 and the influences evident in modern-day Spain.
● Read about and discuss life in the Americas, prior to and after 1492 and watch a clip from The Mission.
● Role-play a conversation using the subjunctive.
● Watch a documentary on the history of the Spanish language.
● Complete (online or traditional) text and workbook exercises for visual and written practice.
● Take an English ‘quiz’ on the forms of the subjunctive.

Enrichment Activities:
● Create a dictionary of words introduced into Spanish from Arabic.
● Make a timeline of the history of the groups that have conquered Spain.

Methods of Assessments/Evaluation:
● listening and speaking assessments
● role-playing (dialogues)
● quiz games
● homework
● quizzes and unit test
● DVD and audio comprehension
● classwork
● open-ended questions
● class discussions

Resources/Including Online Resources
● Realidades 3, textbook, workbook and ancillaries
● Google Apps for Education (GAFE)
● www.pearsonsuccessnet.com (online textbook)
● www.phschool.com (student practice website)
● Teacher Webpage
● YouTube : short documentary about Arab and Muslim arrival in medieval Spain
● YouTube : a two-minute history of the Spanish language
● YouTube : video clip of the film The Mission