

Wilson Area School District Planned Course Guide

Title of planned course: Spanish III Honors

Subject Area: World Languages

Grade Level: 9-12

Course Description: Year three Spanish provided an increased focus on advanced grammar and vocabulary, themed writing and Spanish immersion in the classroom. Review of basic concepts and introduction to advanced concepts with emphasis on reading, writing and listening skills in preparation for the AP Spanish course and exam. Various Spanish speaking countries and cultures will be discussed and reported on in Spanish. Students will read and discuss poetry and short stories in Spanish and will study complex grammatical structures. Various forms of media (audio, video, authentic printed resources) are used to enhance students' understanding of grammatical and cultural aspects. Honors 3 students will not only learn the vocabulary lists from each chapter but will also use the *Extended Vocabulary* lists at the end of the textbook and will be responsible for completing multiple projects and reading and writing assignments outside of class. A large portion of the class will be instructed in Spanish, students will be required to speak only Spanish during certain classes.

Time/Credit for this Course: 1 year, 1.0 credit

Curriculum Writing Committee: Kim Steirer, Stephen Campbell, Carrie Saylor

Curriculum Map

August:

- Introduction
- Review of Spanish 2 concepts

September:

- Hispanic culture in the United States
- Continued review of Spanish 2 concepts
- Culture of Mexico
- Describe a camping trip
- Talk about nature
- Use the past tense to talk about activities with friends

October:

- Culture of Mexico
- Family vacations
- Activities, skills, and abilities
- Describe a place and its climate
- Trips and transportation
- Describe things that happened in the past
- Distinguish between two verbs that mean "to know"
- Hispanic culture in the United States
- Talk about volunteer activities
- Organize people to do a project
- Persuade or influence others

November:

- Giving instructions, telling others what to do (formally and informally)
- Make requests and recommendations
- Give an opinion
- Talk about media
- Discuss a community
- Give commands using pronouns
- Suggest that something be done using an impersonal expression
- WRITING PROMPT: Impersonal expressions with subjunctive

December:

- Culture of Central America
- Discuss the impact of technology
- Use the future tense to discuss environmental concerns and possibilities
- Make predictions and discuss cause and effect
- Discuss obligations and responsibilities
- WRITING PROMPT: Persuasive writing using future tense

January:

- Present and support an opinion
- Express a point of view and make recommendations
- Use the subjunctive to show uncertainty
- Hispanic culture in the Caribbean
- Describe people (characteristics and professions)
- WRITING PROMPT: what others want/need/demand students to do (using the subjunctive with verbs of influence and volition)

February:

- Suggest to others what to do
- Express hopes and wishes
- Discussing literature and art
- Describe people (biographical sketches)
- Express doubt, denial, and disbelief

March:

- Express positive and negative emotion and subjunctive
- Culture of Ecuador, Peru, and Bolivia
- Personal items
- Talk about requirements
- Express what does and doesn't exist
- WRITING PROMPT: how students feel about the world we live in (using the subjunctive with verbs of emotion)

April:

- Say what would or would not happen with the conditional tense
- Relay information about what someone else said
- Daily activities
- Culture of Spain
- Neighborhoods
- Describe places and things with past participles as adjectives
- Say what has happened

May:

- Culture of Spain
- Excursions/travel
- Historical references
- Express what will have happened with perfect tenses
- Culture of Colombia and Venezuela
- School activities and events
- Actions
- Talk about a work place
- Assumptions and emotions in the past

June:

- Review and prepare for final

Wilson Area School District Planned Course Materials

Course Title: Spanish 3 Honors

Textbook: ¡Avancemos! Level 3.
Holt McDougal. 2013.
www.holtmcdougal.com

Supplemental Books: ¡Avancemos! Level 3 Reading Accompaniment
Holt McDougal. 2014.
www.holtmcdougal.com

Teacher Resources:

Books:

¡Avancemos! series ancillary materials
Vox Spanish/English Dictionary
Barron's 501 Spanish Verbs
English Grammar for Students of Spanish
Schaum's Outlines Spanish Grammar 4th Edition
Amsco Español Essencial Series
Practice Makes Perfect Complete Spanish Grammar
Practice Makes Perfect Spanish Pronouns and Prepositions

Audio:

¡Avancemos! audio accompaniment

Video:

¡Avancemos! video accompaniment
Various cultural documentaries

Online:

<http://www.duolingo.com>
<http://www.tomisimo.org>
<http://www.quizlet.com>
<http://www.conjugation.org>
<http://www.britannica.com/>
<http://online.culturegrams.com/world/index.php>
<http://countrystudies.us/>
<http://www.iexplore.com>
<http://www.xe.com/ucc/>
<http://www.lonelyplanet.com/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
http://espanol.ucanr.org/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries.htm
http://fds.oup.com/www.oup.com/pdf/online_products/straditions.pdf
<http://www.mexonline.com/holiday.htm>

<http://www.ilcymex.com/mexican.htm>
<http://extensionenespanol.net/articles.cfm?articleid=117>
<http://www.red2000.com/spain/toros/history.html>
<http://www.sanfermin.com/old/2006/guia.php?lang=eng>
<http://www.pamplona.net/VerPagina.asp?IdPag=287&Idioma=5>
<http://www.turismo.navarra.es/eng/propuestas/sanfermines/desarrollo/encierro.htm>
<http://www.donquijote.org/culture/spain/bullfight/>
<http://www.hispanic-culture-online.com/semana-santa.html>
<http://www.topics-mag.com/internatl/holidays/spain/easter-spain.htm>
<http://www.easterbunnys.net/spanisheaster.htm>
http://www.questconnect.org/guat_semana_santa.htm
<http://www.usccb.org/liturgy/page2.shtml>
http://www.gale.cengage.com/free_resources/chh/activities/quinceanera.htm
<http://www.nyfolklore.org/pubs/voic28-3-4/onair.html>
<http://latino.sscnet.ucla.edu/research/folklore/quinceaneras/aqlitrep.htm>
<http://www.jrank.org/cultures/pages/4364/Quincea%C3%B1era.html>
http://books.google.com/books?id=qptZzAcoyT0C&pg=PA71&lpg=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nwA&hl=en&ei=JavMS4CFCIL78AaDtHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teenculture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratradition.htm>
<http://www.mexonline.com/christmas.htm>
<http://www.donquijote.org/culture/spain/fiestas/navidad.asp>
<http://www.inside-mexico.com/Revista.htm>
<http://www.californiamall.com/holidaytraditions/traditions-mexico.htm>
http://www.escuelai.com/spanish_magazine/christmas_spain.html
<http://www.californiamall.com/holidaytraditions/traditions-spain.htm>
<http://www.nacnet.org/assunta/spa5may.htm>
http://www.gale.cengage.com/free_resources/chh/activities/cinco.htm
<http://www.mexonline.com/cinco-de-mayo.htm>
http://books.google.com/books?id=NkjXvKpESZgC&printsec=frontcover&dq=cinco+de+mayo&source=bl&ots=hA3_oQqQDt&sig=GuH61iNXS2RptvAp_Oj3E_CUdbDI&hl=en&ei=Ma3MSfbMYKB8gbriumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *A Busy Life* United States- Preliminary Lesson

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will have reviewed what they learned in Spanish 2 and will be able to:

- Talk about themselves and others
- Say what they know how to do
- Talk about places and people they know
- Describe their daily routine and make comparisons using vocabulary and regular and irregular verbs in the present tense

Core Activities: Students will complete/participate in the following:

- Presentation and repetition of phrases, vocabulary (sketch and label vocabulary words for homework)
- Listening to natives as they talk about daily routines and people they know
- Review games (vocabulary bingo, *Kahoot*, hangman, etc)
- Worksheets from workbooks
- Book exercises
- Oral and written practice
- Jigsaw activities- students re-master previously learned concepts and teach what they know to classmates (option- use Explain Everything app)
- Watch videos to review key grammar concepts and culture
- Partner activities; discussion of conjugations of irregular verbs
- Begin an on-going list of regionalisms using the *Tambien se Dice* section of each chapter

Extensions: Create skit or use puppet apps (Sock Puppets, Toontastic) to act out a daily routine using reflexive verbs

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint or Google Slides, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Enjoying the Outdoors* Mexico- Unit 1 lesson 1

Time frame: 16 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe a camping trip
- Talk about outdoor activities with family and friends
- Talk about nature and the environment
- Use regular and irregular verbs in the past (preterite) tense
- Discuss the culture of Mexico
- Talk about nature and geography in Mexico

Core Activities: Students will complete/participate in the following:

- Illustrate (or bring printed pictures) and label vocabulary words
- Research Mexican authors, artists, or important cities and national parks
- Listen to, discuss, and recreate a dialogue
- Watch video of Octavio Paz, listen to his poems (book audio or youtube)
- Listen to an email conversation being read by natives and write response
- Tell others about your favorite outdoor activities
- Write and present about what you did this summer using the preterite
- Review games
- Worksheets from Avancemos student workbook
- Book exercises
- Oral and written practice
- Partner activities; interview asking preferences
- Readings on tourism in Costa Rica and in Chile

Extensions: Read and compare other literary works (Neruda, Borges, Paz)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint/Google Slides, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Let's go to the Beach Mexico*-Unit 1 lesson 2

Time frame: 17 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Talk about family vacations
- Talk about the beach
- Discuss activities, skills and abilities
- Describe a place and its climate
- Use the past tense and distinguish between two past tenses (preterite and imperfect)
- Discuss Mexican culture
- Talk about sports, fine art and family relationships in Mexico
- Make cultural comparisons between two Mexican regions

Core Activities: Students will complete/participate in the following:

- Illustrate (or bring printed pictures) and label vocabulary words
- Listen to natives talk about family and leisure (vacation) activities
- Create a project to present family vocabulary (extension of family tree created in Spanish 1- add advanced family terms such as “daughter in law” for example)
- Watch a film excerpt *Como Agua Para Chocolate* after Reading story excerpt by *Laura Esquivel*
- Review games- students create and play their own Kahoot or other game
- Look at (youtube or slide presentation) and discuss Mexican artist *Maria Izquierdo* paintings
- Worksheets from *Avancemos* student workbooks
- Book exercises
- Oral and written practice- Vocabulary
- Partner activities; interview about family members- use Spanish to find classmates who have nieces, great-grandparents, in-laws, etc.
- Read and write about similarities and differences in Mexico D.F. (Federal District) and the Northeast/Monterrey
- Watch the end of Unit “Great Challenge” (Gran Desafio) video

Extensions: Research and report current events in Mexico from Spanish print resources (online editorials, magazines, newspapers)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling

- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment- inclusive end of Unit (lessons 1 and 2).

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *It's Time to Help!* United States- Unit 2 lesson 1

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Talk about Hispanic culture in the Northeast, West Coast, and central states of the United States
- Identify Latin American art museums
- Describe volunteer activities
- Organize people to do a project
- Persuade or influence others
- Use informal (tú) commands, formal (usted, ustedes) and nosotros commands, and make polite requests

Core Activities: Students will complete/participate in the following:

- Illustrate (or bring printed pictures) and label vocabulary words
- Create a storyboard (after reading *Bosquejo*) to make a commercial in Spanish about volunteer activities or events or to persuade someone to participate in a cause
- Give commands and play "Simon Says"
- Listen to natives talk about volunteer activities and organizing people to do a project
- Watch the *cortometraje* (short film) *Dolly Back* and discuss director commands given within it
- Make a persuasive poster with commands encouraging volunteerism
- Review games
- Worksheets- student workbooks
- Book exercises
- Oral and written practice
- Videos and readings on *Cesar Chavez, Roberto Fernandez, Pablo O'Higgins*

Extensions: Perform or use iMovie (or other video editor) to act out the storyboard created in class, present a report on Cesar Chavez, Roberto fernandez or Pablo O'Higgins

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *How Do We Organize Ourselves* United States- Unit 2 lesson 2

Time frame: 16 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Make recommendations, express opinions, and talk about media and the community
- Use pronouns with commands
- Use impersonal expressions with an infinitive
- Use “se” with impersonal constructions
- Discuss Hispanic philanthropist celebrities
- Listen to Hispanic music (from the United States)
- Read Spanish newspapers published in the United States

Core Activities: Students will complete/participate in the following:

- Listen to and repeat after natives talking about the Media, community, and expressing opinions
- Illustrate (or bring printed pictures) and label vocabulary words
- Write a summary of one chapter (vignette) from *House on Mango Street (La Casa en Calle Mango)* by *Sandra Cisneros* after reading *Las Mañanitas* by the same author
- Use the internet to research Spanish magazines and newspapers in the United States, bring an article from *El Nuevo Herald* or *El Diario* to summarize and share with the class
- Watch video of *Carlos Santana* and compare with other Hispanic artists
- Review games (if time allows)- Charades to act out and guess words
- Worksheets from student workbooks
- Work in groups to create a school newspaper (combine individual articles written by the class into one publication)
- Book exercises
- Oral and written practice
- Read and watch *The Great Challenge* (El Gran Desafío)
- Cumulative review of Unit 1 lessons 1 and 2

Extensions: Find a preferred Spanish music artist and translate and share a song by that artist with the class, create a *Día de los Muertos* altar using a shoebox- label each component of the altar in Spanish and include mini-artifacts described in Spanish (if not in November, this activity can be done in whichever unit falls near Day of the Dead - Nov. 2)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment (inclusive end of Unit2 lessons 1 and 2).

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *The future of Our Planet* -Central America Unit 3 Lesson 1

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Compare the cultures of Central America (Panama, Costa Rica, Nicaragua, Guatemala)
- Discuss the impact of technology
- Express environmental concerns and possible consequences of development and pollution
- Make predictions and discuss causes and effects
- Use the future tense
- Distinguish between the uses of *por* and *para* (both meaning “for” in English)

Core Activities: Students will complete/participate in the following:

- Repetition of phrases spoken by natives expressing environmental concerns, discussing the impact of technology, and making predictions
- Illustrate (or bring printed pictures) and label vocabulary words
- Research and report on the culture of a Central American country (read *Patriotic Symbols* from *Avancemos* and include symbol of chosen country)
- Use the future tense to write about what you will do after high school
- Look at various photos and make predictions about what will happen
- Watch video (youtube) on Carlos Balaguer, author from El Salvador
- Complete supplemental *Por vs Para* packet and practice + instructional video (from AP website- Cumbre, Por vs Para podcast)
- Worksheets from student workbook
- Book exercises
- Oral and written practice
- Readings on endangered species, the ozone layer, and the environment

Extensions: Choose any Central American author, write biography and report or summary on one of his/her works. Research ways in which Christmas is (or is not) celebrated in Spanish speaking countries and give a report

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *For a Better Future-* Central America Unit 3 Lesson 2

Time frame: 17 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss obligations and responsibilities
- Present and support an opinion
- Express a point of view and make recommendations
- Use the present subjunctive of regular and irregular verbs
- Compare artists of Central America
- Discuss the history and importance of the Panama Canal, describe ways to protect the environment in Central America

Core Activities: Students will complete/participate in the following:

- Listen to natives talk about obligations and responsibilities and present an opinion
- Illustrate and label vocabulary words
- Watch videos (youtube/schooltube) and discuss ancient civilizations
- Read a Mayan legend
- Write a persuasive essay in which you share your opinion
- Review games- vocabulary and culture from Unit 3 lessons 1 and 2
- Read about the Panama Canal and compare with Nicaragua
- Read about and describe paintings -*Jose Antonio Velasquez* (Honduras)
- Read and compare- Environment in Costa Rica vs Guatemala
- Worksheets-student workbook
- Book exercises
- Oral and written practice
- Read and watch *El Gran Desafio* (The Great Challenge)

Extensions: Report on an ancient civilization (Mayan, Incan, or Aztec), Report on ways in which New Year's is celebrated in Spanish speaking countries.

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment- Inclusive end of Unit 3 lessons 1 and 2.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *This is How I Want to Be, Who Inspires You?* The Caribbean Unit 4 Lesson 1

Time frame: 10 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Compare the cultures of Puerto Rico, the Dominican Republic, and Cuba
- Describe people and how they are inspiring
- Discuss professions
- Tell others what to do
- Express wishes and desires using the subjunctive and verbs of hope and influence
- Use suffixes correctly

Core Activities: Students will complete/participate in the following:

- Listen to and illustrate vocabulary- Describing Others + Extended vocabulary list
- Reading + video Puerto Rican autor *Esmeralda Santiago, El Sueño de America (The American Dream)*
- Read about and listen to *Juan Luis Guerra* from the Dominican Republic
- Partner Speaking Activities- Recommend others to do certain tasks, ask what qualities/characteristics you find most admirable in others
- Discuss sports in the Caribbean- Read about *Roberto Clemente*
- Research and write about someone who inspires you
- Review games (vocabulary bingo)
- Worksheets -student workbook
- Book exercises
- Oral and written practice

Extensions: Read a short story by a Latin American author use pg 215 (characterization) as a model to describe each of the main characters, make a set of baseball cards (use pg 232 as a model) and list baseball stats of Hispanic baseball players

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Who are Your Heroes?* The Caribbean- Unit 4 Lesson 2

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Describe people and things
- Express doubt, denial, and disbelief using the subjunctive with doubt
- Express positive and negative emotions with the subjunctive
- Discuss heroes in the acquisition of independence in Puerto Rico and the Dominican Republic
- Analyze artwork from Caribbean artists

Core Activities: Students will complete/participate in the following:

- Listen to natives describe people and things and express positive and negative emotion
- Illustrate and label vocabulary and extension of vocabulary lists
- Observe and describe paintings of *Oscar Ortiz* and *Amelia Pelaez*
- Write a biographical paragraph about your hero
- Watch mini-biography of *Julia Alvarez* and read an excerpt from her book
- Worksheets - student workbook
- Book exercises
- Oral and written practice
- Partner activities: Use *Nutshell* (app which combines pictures and video and allows for labeling) or pen and paper to present heroic occupations
- Review games (inclusive review- Unit 4 lessons 1 and 2)
- Read and watch *El Gran Desafio* (The Great Challenge)

Remediation: Write a biography on *Celia Cruz*, *Juan Luis Guerra*, or *Roberto Clemente*, Create a travel brochure highlighting landmarks and popular destinations in the Caribbean (Puerto Rico, Dominican Republic, or Cuba), Research and present on current events happening in Cuba

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and

homework edited and graded, warmup, formative assessment-Inclusive Unit 4 lessons 1 and 2.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Communicating Between Nations*- Ecuador, Peru, Bolivia Unit 5 lesson 1

Time frame: 10 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Talk about personal items and requirements
- Express things that do and do not exist using the subjunctive with *sea*, the unknown, and conjunctions
- Research and describe indigenous artifacts
- Analyze paintings by indigenous artists
- Discuss international organizations and their role in the Spanish speaking world

Core Activities: Students will complete/participate in the following:

- Listen to and illustrate/label vocabulary- talking about personal items and requirements
- Listen to song *A Dios le Pido* by *Juanes* and highlight uses of the subjunctive in the lyrics
- Explore website of *The Museum of Precious Metals* in La Paz, Bolivia
- Write a pamphlet or brochure with instructions on what one should do before visiting a conference, studying abroad, or taking a trip on vacation
- Watch video slideshow- *Arte Naif, Ecuador* paintings
- Biography- *Edmundo Paz Soldan* (Bolivia) and read *La Ciudad de los Mapas (The City of the Maps)*
- Review games
- Worksheets -student workbooks
- Book exercises
- Oral and written practice
- Visit and explore UNESCO website in Spanish (The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations)

Extensions: Research and report on 2 of the following: *Franklin Briones (Ecuador)*, *Tania Libertad (Peru)*, *Mario Vargas Llosa (Peru)*, or *Claudia Cornejo (Bolivia)*

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *New Friends, New Opportunities* Ecuador, Bolivia, Peru- Unit 5 Lesson 2

Time frame: 12 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Say what would or would not happen in specific situations
- Report what someone else said
- Talk about the day's activities
- Distinguish between the interrogative words *qué*, and *cuál*
- Listen to and translate music from the Andean countries
- Describe archeological sites in Peru
- Compare geographical variations in the Andean countries

Core Activities: Students will complete/participate in the following:

- Listen to natives present vocabulary- Talk about the day's activities, report what someone else said. Illustrate and label vocabulary
- Interview someone in the school (teacher, other students, etc) and report back what they said
- Read *Los Incas Ajedrecistas (Incan Chess Players)* by *Ricardo Palma*
- Examine a 360 degree photograph (using the explorer360.org) of Machu Picchu in Peru- look up other panoramas (for example Easter Island in Chile) for comparison
- Listen to a *zampoña* and *quena* and other indigenous instruments
- Review games (unit 5 lessons 1 and 2 culture, vocabulary, grammar)
- Worksheets -student workbooks
- Book exercises
- Oral and written practice
- Illustrate and explain to a partner what you would do if you were a millionaire (using conditional)
- Read and watch *El Gran Desafío (The Great Challenge)*

Extensions: Create a map of Andean countries and label the capitals, important archeological sites and landmarks, create a card or board game and label it/give instructions in Spanish, give a cultural presentation using powerpoint or google slides on Peru, Bolivia, or Ecuador (include flags, landmarks, geography, foods, music, etc)

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games

- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Where Do We Live? Life Within and Outside of a City Spain*- Unit 6 lessons 1 and 2 (combined)

Time frame: 15 classes

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Discuss the culture of Spain and describe landmarks, cities, foods, and famous Spanish artists and their works
- Talk about the neighborhood
- Describe places and things
- Say what has happened using past participles as adjectives and the present perfect tense
- Describe an excursion
- Express what will have happened
- Talk about the history of a place
- Use the past and future perfect tenses

Core Activities: Students will complete/participate in the following:

- Listen to illustrate and label vocabulary (talking about a neighborhood, describe an excursion, talk about history)
- Read about and look at paintings by *El Greco, Velazquez, and Dali*- Visit websites of art museums in Spain (El Prado, La Reina Sofia, Dali)
- Readings by *Federico Garcia Lorca, Elvira Lindo*
- Review games
- Worksheets -Grammar
- Book exercises
- Oral and written practice
- Create a postcard from a Spanish city (Toledo, Seville, Madrid, Barcelona)
- Watch music videos of *Ojos de Brujo* and baile Flamenco from Spain
- Create a comic strip describing daily routines (pg 335 model)

Extensions: Report on an artist from Spain, include famous paintings, label a map of Spain including *Las autonomias* (Galicia, Cataluna, Valencia, etc) and each language that is spoken there

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work, partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment.

Curriculum Scope & Sequence

Planned Course: Spanish III Honors

Unit: *Your Past and Your Future* Colombia and Venezuela- Unit 7 Lesson 1 and final review

Time frame: 10 classes (end of school year)

State Standards: 12.1.S2, 12.3.S2, 12.5.S2

Essential content/objectives: At end of the unit, students will be able to:

- Relate what others wanted you to do
- Express past assumptions and emotions
- Discuss work and school activities using the imperfect subjunctive and the subjunctive of past and perfect tenses
- Talk about celebrations and television programs in Colombia

Core Activities: Students will complete/participate in the following:

- Listen to illustrate and label vocabulary (school activities and events, remembering work, expressing past assumptions and emotions, relating what others wanted you to do)
- Watch a biography of Gabriel Garcia Marquez and an excerpt of *Cien Años de Soledad* (movie)
- Read *La Luz es Como el Agua* (Marquez) and discuss magical realism
- Readings by *Federico Garcia Lorca, Elvira Lindo*
- Worksheets - Grammar
- Book exercises
- Oral and written practice
- Read the schedules of two twins and write your own daily schedule in Spanish
- Review for final exam and begin discussing AP course/exam expectations

Extensions: report on *El joropo y la Cumbia* (pg. 412) describing each instrument and it's origin, share sound clips with the class (linked in presentation), use *Explain Everything* (screencasting app) to make a screencast re-teaching a grammar concept from this year for your classmates

Remediation: Use online flashcard sets and related practice activities for vocabulary and grammatical points. Tutoring is available if needed.

Instructional Methods:

- Direct instruction: teacher notes, repetition, PowerPoint, TPR, modeling
- Cooperative learning: group work; partner activities, games
- Individual practice: worksheets, warm-ups, projects

Materials & Resources: textbook, textbook ancillaries, special department workbooks, worksheets, CD player, DVD player, projector, Google apps, online tutorials, flashcards.

Assessments: Pre-assess prior knowledge, vocabulary quiz, written test, written project or performance, listening assessment, classroom participation, classwork and homework edited and graded, warmup, formative assessment-Final exam.