

Wilson Area School District Planned Course Guide

Title of planned course: Spanish III

Subject Area: World Languages

Grade Level: 9-12

Course Description: Year three Spanish. Review of basic concepts and introduction to intermediate-advanced concepts with emphasis on reading, writing and listening skills. 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 advanced grammatical structures. Various forms of media (audio, video, authentic printed resources) are used to enhance students' understanding of grammatical and cultural aspects in an authentic manner.

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 (verb tenses and vocabulary)

September:

- Hispanic culture in the United States
- Continued review of Spanish 2 concepts
- Culture of Mexico
- Outdoor recreation and nature
- Narrating events in the past

October:

- Discuss family connections
- Describe family vacations
- Skills and abilities
- Describe a place and its climate
- Trips and transportation
- Describe things that happened in the past
- Hispanic culture in the United States

November:

- Volunteering
- Organizing people to do a project
- Persuading or influencing others
- Giving instructions, telling others what to do (formally and informally)
- Make requests and recommendations
- Suggest that something be done using an impersonal expression

December:

- Culture of Central America
- Discuss the impact of technology
- Use the future tense to discuss environmental concerns and possibilities
- Discuss obligations and responsibilities

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 admirable traits and professions

February:

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

March:

- Express positive and negative emotion
- Culture of Ecuador, Peru, and Bolivia
- Personal items
- Express what does and doesn't exist
- Say what would or would not happen with the conditional tense

April:

- Daily activities
- Culture of Spain
- Neighborhoods
- Describe places and things with past participles as adjectives
- Say what has happened
- Say what had happened before another past event

May:

- Culture of Spain
- Excursions/travel
- Express what will have happened with perfect tenses
- Culture of Colombia and Venezuela
- Extra curricular club activities and events
- Assumptions and emotions in the past

June:

- Review and prepare for final

Wilson Area School District Planned Course Materials

Course Title: Spanish 3

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.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/san-fermines/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=qptZzAcoyTOC&pg=PA71&lpq=PA71&dq=La+Quinceanera&source=bl&ots=T5W8_iFHFY&sig=Fkp1b_FtWZC_fhVMZDTcfi09nwA&hl=en&ei=JavMS4CFCIL78AaD-tHGBA&sa=X&oi=book_result&ct=result&resnum=9&ved=0CBsQ6AEwCDgo#v=onepage&q=La%20Quinceanera&f=false
http://teen-culture.suite101.com/article.cfm/la_quinceanera_or_the_quince_anos
<http://www.quinceanera-boutique.com/quinceaneratradiation.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_Oj3ECUdbDI&hl=en&ei=Ma3MS-fbMYKB8gbruumFBQ&sa=X&oi=book_result&ct=result&resnum=8&ved=0CCIQ6AEwBzge#v=onepage&q&f=false

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: *Daily Life*

Time frame: 15 classes

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

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

- Talk about themselves and others
- Say what they like and know how to do
- Talk about places and people they know
- Describe their daily routine
- 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
- Listening to natives as they talk about daily routines and people they know
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Watch videos to review key grammar concepts and culture
- Partner activities; discussion of conjugations of irregular verbs

Extensions: Create a skit that compares daily routines of group of students.

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

Unit: *Outdoor Recreation*

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:

- Describe various forms of outdoor recreation, outdoor activities with family and friends
- Discuss nature and the environment using regular and irregular verbs in the past (preterite) tense
- Discuss the culture of Mexico and talk about nature and geography in Mexico and the United States

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

- Illustrate (or bring printed pictures) and label vocabulary words
- Read and listen to emails from native speakers
- Narrate a past event that involved outdoor recreation
- What I did this past summer
- Listen to, discuss, and recreate a dialogue
- Tell others about your favorite outdoor activities
- Review games
- Worksheets
- Book exercises
- Oral and written practice
- Partner activities; interview asking preferences
- Readings on Parks of Mexico and migratory butterflies in North America
- Poetry of Octavio Paz

Extensions: Read and analyze other nature-themed poetry.

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

Unit: *Beach Vacation in the Tropics*

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 family vacations at the beach
- Inform others of skills and abilities
- Describe a place and its climate
- Continue discussions of Mexican culture and talk about sports, fine art and family relationships

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
- Review games- students create and play their own game
- Worksheets
- 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 literature of Mexico
- Read and write about similarities and differences in Mexico D.F. (Federal District) and the Northeast/Monterrey

Extensions: Research and plan a beach vacation in Mexico.

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

Unit: *Community Service Project*

Time frame: 20 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:

- Organize volunteer activities
- Organize people to do a project
- Persuade or influence others using affirmative and negative commands
- Talk about Hispanic culture in the United States
- Identify Latin American art and museums
- Make polite requests

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

- Illustrate (or bring printed pictures) and label vocabulary words
- Make a commercial in Spanish about volunteer activities or events or to persuade someone to participate in a cause
- Give and receive commands to accomplish a goal
- 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 affirmative and negative commands encouraging volunteerism
- Review games
- Worksheets- Avancemos student workbook
- 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 commercial created in class
- Research and 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

Unit: *Technology and the Environment: Our Future*

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 the impact of technology
- Express environmental concerns and possible consequences of development and pollution
- Make predictions and discuss causes and effects using the future tense
- Compare the various cultures of Central America

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

- 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 to our world in the future.
- Watch video on Carlos Balaguer, author from El Salvador
- Complete supplemental *Por vs Para* practice
- Worksheets
- Book exercises
- Oral and written practice
- Readings on endangered species, the ozone layer, and the environment

Extensions: Choose any Central American country and research then present the most pressing environmental issues facing the area

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

Unit: *Our Obligation to the Future*

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 and discuss ancient civilizations
- Read a Mayan legend
- Write a persuasive essay in which you share your opinion
- Practice Subjunctive formation and impersonal phrases
- 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
- Book exercises
- Oral and written practice
- Read and watch *El Gran Desafio* (The Great Challenge) Avancemos

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

Curriculum Scope & Sequence

Planned Course: Spanish III

Unit: *What Qualities Inspire You?*

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 how they are inspiring
- Discuss professions
- Tell others what to do
- Express wishes and desires using the subjunctive and verbs of hope and influence
- Compare the various cultures of the Caribbean countries

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
- Outline reasons to use subjunctive
- 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
- 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

Unit: *Who are Your Heroes?*

Time frame: 20 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 admirable professions
- Express doubt, denial, and disbelief using the subjunctive, express positive and negative emotions with the subjunctive
- Discuss national heroes 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*
- Listen to natives describe people and things and express positive and negative emotion
- Watch mini-biography of *Julia Alvarez* and read an excerpt from her book
- Worksheets Avancemos student workbook
- Book exercises
- Oral and written practice
- Partner activities: Presentation of heroic occupations
- Review games (inclusive review- Unit 4 lessons 1 and 2)

Extensions: Write a biographical paragraph about your hero(s).

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

Unit: *Communication in the Technological Age*

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 Internet communication methods
- Everyday personal items
- Express things that do and do not exist using the subjunctive (comparison of reality and what is unreal)
- How to express the unknown

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

- Explore elements of everyday technology in the target language
- Complete Internet Research using Spanish-only sites
- Listen to and illustrate/label vocabulary- talking about communication and 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
- Book exercises
- Oral and written practice

Extensions: Visit and explore UNESCO website in Spanish (The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations).

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

Unit: *Marvels of the Andes*

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:

- Talk about involvement in a variety of club and organized group activities
- Say what would or would not happen in specific situations (conditional tense)
- Report what someone else said
- Discuss 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
- Describe involvement in a school club or activity.
- Read *Los Incas Ajedrecistas (Incan Chess Players)* by *Ricardo Palma*
- Listen to various indigenous instruments
- Review games
- Worksheets Avancemos 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)

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

Unit: *Our Neighborhood*

Time frame: 20 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 items in the home, the neighborhood, people and places, famous Spanish artists and their works
- Describe what has happened using past participles as adjectives and the present perfect tense
- Describe an excursion, express what will have happened using the future perfect tense
- Talk about the history of a place, and discuss what had happened before another event in the past

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)
- Create a postcard from a Spanish city (Toledo, Seville, Madrid, Barcelona)
- 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)
- Describing my neighborhood (the places I go) and my house
- Readings by *Federico Garcia Lorca*, *Elvira Lindo*
- Label a map of Spain including *Las autonomias* (Galicia, Cataluna, Valencia, etc) and each language that is spoken there
- Review games
- Worksheets Avancemos Grammar
- Book exercises
- Oral and written practice

Extensions:

- Create a comic strip describing daily routines
- Report on an artist from Spain, include famous paintings

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