

COURSE: Spanish 3	GRADE(S): 9-12
UNIT: Listening	

NATIONAL STANDARDS:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 5.1 Students use the language both within and beyond the school setting.

STATE STANDARDS:	UNIT OBJECTIVES: <ol style="list-style-type: none"> 1. Students will be able to understand vocabulary pertaining to: <ul style="list-style-type: none"> ❖ Greetings/descriptions ❖ School/careers ❖ Likes/dislikes ❖ Family/household/daily routine ❖ Emotions/apologies ❖ Giving orders/advice ❖ Events in the past ❖ News/media ❖ Travel/weather ❖ Lodging/outdoor activities ❖ Food/shopping/clothing ❖ Ordering food/drink ❖ Hospital/symptoms ❖ Fitness/nutrition 2. Students will be able to identify the "who", "what", "where", "when", "why" and "how" of a narration or dialogue presented orally.
ACTIVITIES: See Appendix A RESOURCES: See resource page	ASSESSMENTS: <ol style="list-style-type: none"> 1. Auditory quizzes/tests 2. Interviews 3. Dialogues 4. Portfolio REMEDIATION: <ol style="list-style-type: none"> 1. Listening activities from laboratory manual 2. National Spanish exam ENRICHMENT: <ol style="list-style-type: none"> 1. Listen to a telenovela on Univision to identify the main ideas 2. Listen to music with lyrics in Spanish to identify what the song is about

COURSE: Spanish 3	GRADE(S): 9-12
UNIT: Reading	

NATIONAL STANDARDS:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 5.1 Students use the language both within and beyond the school setting.

STATE STANDARDS:
UNIT OBJECTIVES:

1. Students will be able to identify the main ideas, key themes and conflicts, and supporting details of written Spanish.
2. Students will be able to determine key ideas and supporting details of at least one multichapter fictional book, short stories (fictional and non-fictional), legends, narratives, descriptive writings, and informative non-fiction pieces.

ACTIVITIES:

See Appendix A

RESOURCES:

See Resource page

ASSESSMENTS:

1. Reading comprehension quizzes and tests
2. Chapter summaries

REMEDIATION:

1. Short readings from Realidad y Fantasia or text
2. Student tutoring

ENRICHMENT:

Recreational reading: *Selecciones, People en espanol* and *Latina*

COURSE: Spanish 3	GRADE(S): 9-12
UNIT: Speaking	

NATIONAL STANDARDS:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

<p>STATE STANDARDS:</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students will be able to participate in short conversations using basic vocabulary and grammatical structures in the following situations: <ul style="list-style-type: none"> ➤ Greetings/descriptions ➤ School/careers ➤ Likes/dislikes ➤ Family/household/daily routine ➤ Emotions/apologies ➤ Giving orders/advice ➤ Events in the past ➤ News/media ➤ Travel/weather ➤ Lodging/outdoor activities ➤ Food/shopping/clothing ➤ Ordering food/drink/commentary ➤ Hospital/symptoms ➤ Fitness/nutrition <p>(using present, past, future and conditional tenses)</p>
<p>ACTIVITIES:</p> <p>See Appendix A</p> <p>RESOURCES:</p> <p>See Resource page</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Interviews 2. Dialogues 3. Skits <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Student tutoring using dialogue cards 2. Flash cards <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Discussion groups 2. Dramatic reading presented to the class

COURSE: Spanish 3	GRADE(S): 9-12
UNIT: Writing	

NATIONAL STANDARDS:

- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate and understanding of the relationship between the practices and perspectives of the culture studied.
- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of he language studied and their own.

STATE STANDARDS:	UNIT OBJECTIVES: <ol style="list-style-type: none"> Students will be able to write narratives in the past tense distinguishing between the preterit and imperfect tenses. Students will be able to write narratives and dialogues associated with: <ul style="list-style-type: none"> Greetings/descriptions School/careers Likes/dislikes Family/household/daily routine Emotions/apologies Giving orders/advice Events in the past News/media Travel/weather Lodging/outdoor activities Food/shopping/clothing Ordering food/drink/commentary Hospital/symptoms Fitness/nutrition <p>(using all tenses except the subjunctive)</p>
ACTIVITIES: See Appendix A RESOURCES: See Resource page	ASSESSMENTS: <ol style="list-style-type: none"> Tests and quizzes Scripts/dialogues Compositions Autobiographies Portfolio Chapter summaries REMEDIATION: <ol style="list-style-type: none"> Grammar/writing practice via the Internet ENRICHMENT: <ol style="list-style-type: none"> Book reports Profile of Spanish speaking country Travel brochure Menu

Spanish 3

APPENDIX A

Autobiography
Compositions
Letters
New ending to readers
Scripts for skits and dialogues
Scavenger hunt
Advertisements
Short stories
Brochures
Film/music reviews
Magazine/newspaper article
Graphic organizers
Gouin series
Writing based on visual
Games/activities
Entertainment guides
Schedules
Menus
Maps
TV guides
Poetry
Telenovelas
Audiotapes
Commercials
Interviews
Songs
Newscasts
Dramatic readings
Flash cards
Workbook exercises
Dictation
Listening comprehension activities
Role playing
Worksheets
Grammar and vocabulary exercises
DVD program
Overhead transparencies
Communicative activities
Activities for proficiency
[**www.emcp.com**](http://www.emcp.com)
Verb relays

Spanish III RESOURCE PAGE

The following resources will be used within the Spanish III course:

Student text

Student interactive textbook

Student workbook

Communicative activities (manual)

Activities for Proficiency

Grammar and Vocabulary Exercises

TPR Storytelling

Listening Activities on Audio CD

Overhead Transparencies

Readers – “La Casa Embrujada”, “La Momia Desaparece”, “El Verano Misterioso” and “El Secuestro”

Teacher made materials

Websites for writing/grammar practice

Level 3 workbook by Amsco

Mini-stories for “Look, I Can Talk More!” by Blaine Ray

“Realidad y Fantasia” book of short stories

Realia

National Spanish Exam software by Giesser

Legends – Leyendas del Mundo Hispano by Prentice Hall