

Spanish 3 Semester 1 Curriculum Guide

Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpretive Mode</p> <p>1.1 Understands vocabulary/verbs in context</p>	<ul style="list-style-type: none"> Life in the city Life in the country Cars and driving Giving directions Staying in a hotel or hostel 	<ul style="list-style-type: none"> Students identify the vocabulary word in a category that does not belong Follow directions/instructions through actions Identify if statements are true or false Read a menu, ticket, description, etc. based on appearance Comprehend a video clip Comprehend audio Identify based on images Participate in basic games for comprehension <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ed Tech #2.3.1 <i>Select and use common applications</i></p> <p>Students identify parts of speech using clickers</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Ed tech #1.1.1 <i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></p> <p>Students use quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</p> </div>	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6, 7, 8, 9</p>
<p>1.2 Understands grammatical structure of language</p>	<ul style="list-style-type: none"> Preterite vs. imperfect tense Double object pronouns Present perfect Future tense Object pronouns with infinitives and gerunds Informal affirmative commands 	<ul style="list-style-type: none"> Students label patterns of language Students compare the target language to their first language Comprehend a video clip Comprehend audio Participate in games for comprehension Comprehend a graphic organizer 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>

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	<ul style="list-style-type: none"> • Conditional tense 	<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed Tech</td> <td style="padding: 2px;"><i>Select and use common applications</i></td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">#2.3.1</td> <td style="padding: 2px;">Students use a smart board to color-code, high light and position language pieces</td> </tr> </table> </div>	Ed Tech	<i>Select and use common applications</i>	#2.3.1	Students use a smart board to color-code, high light and position language pieces	
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<p>1.3 Understands phrases, sentences and/or questions</p>	<ul style="list-style-type: none"> • Sentence structure • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students follow instructions by using gestures • Students follow a series of directions/instruction demonstrating comprehension through their actions • Students partake in a game 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>				
<p>1.4 Understands aspects of culture</p>	<ul style="list-style-type: none"> • City life vs. country life • Driving norms • Using the appropriate register • Travelling to a hotel or hostel • Differences in highway infrastructure 	<ul style="list-style-type: none"> • Students demonstrate empathy for others by responding to a prompt (in English) • Students compare and contrast country/city life in Spanish-speaking countries vs. the U.S. • Students discuss other’s points of view, ways of life, and contributions to the world (in English) • Students describe cultural norms about related topics (in English) • Students describe differences between U.S. vs. Spanish-speaking 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>				

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		countries	
		Ed Tech #1.3.2	<i>Locate and organize information from a variety of sources and media</i> Students use the Internet to research aspects of culture
Presentational Mode 2.1 Produces vocabulary/verbs in context	<ul style="list-style-type: none"> • Produces vocabulary of hostel and hotel • Produces vocabulary of city/country • Produces vocabulary for directions • Produces car/driving vocabulary 		McGraw-Hill, <i>Así Se dice</i> , Level 2, Chapters 6,7,8,9
2.2 Produces appropriate grammatical structures/conventions of language	<ul style="list-style-type: none"> • Differentiate between uses of the preterite and imperfect tenses • Correctly uses double object pronouns • Produces the future tense • Produces the conditional tense • Gives directions • Produces affirmative commands 	<ul style="list-style-type: none"> • Students conjugate verbs from flashcards • Students write correctly using the two simple past tenses • Students can articulate themselves using multiple verb tenses correctly on a variety of applicable thematic topics • Students can replace direct and indirect objects with direct/indirect object pronouns 	McGraw-Hill, <i>Así Se dice</i> , Level 2, Chapters 6,7,8,9
		Ed Tech #2.3.2	<i>Select and use online applications</i> Students use conjugemos.com to practice verb forms and tenses
2.3 Produces phrases, sentences and/or	<ul style="list-style-type: none"> • Basic sentence structure • Questions and Answers • Paragraphs: small stories, 	<ul style="list-style-type: none"> • Students write a letter about themselves and their lives here in Spokane • Students produce dialogues and participate in impromptu 	McGraw-Hill, <i>Así Se dice</i> , Level 2, Chapters 6,7,8,9

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<p>questions for a real world purpose</p>	<p>dialogues and other input</p>	<p>conversations about themselves, family, home and school.</p> <ul style="list-style-type: none"> • Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about their family. • Students will have a conversation in Spanish using the Facetime app on iPads. 	
<p>2.4 Articulates cultural understanding</p>	<ul style="list-style-type: none"> • City life vs. country life • Driving norms • Using the appropriate register • Travelling to a hotel or hostel • Differences in highway infrastructure 	<ul style="list-style-type: none"> • Students write from the point of view of another person • Students produce a Venn Diagram to compare and contrast • Students respond to prompts regarding cultural topics • Give a presentation on an aspect of culture <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ed Tech <i>Select and use common applications.</i></p> <p>#2.3.1 Students create a Power Point presentation on a cultural component to present information.</p> </div>	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>
<p>Interpersonal Mode</p> <p>3.1 Asks and/or answers questions to exchange information with others</p>	<ul style="list-style-type: none"> • Basic conversations • Role play 	<ul style="list-style-type: none"> • Students present a skit or a dialogue • Students exchange information with the teacher • Students use the Internet to exchange information with others 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>

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<p>3.2 Adapts language to the situation</p>	<ul style="list-style-type: none"> • Uses appropriate register • Impromptu questions and responses 	<ul style="list-style-type: none"> • Students answer questions from the teacher using appropriate formal or informal language • Students maintain a back and forth exchange of information <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed Tech</td> <td style="padding: 2px;"><i>Select and use online applications</i></td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">#2.3.2</td> <td style="padding: 2px;">Students use a blog to communicate with other Spanish speakers.</td> </tr> </table> </div>	Ed Tech	<i>Select and use online applications</i>	#2.3.2	Students use a blog to communicate with other Spanish speakers.	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>
Ed Tech	<i>Select and use online applications</i>						
#2.3.2	Students use a blog to communicate with other Spanish speakers.						
<p>3.3 Expresses oneself and takes active part in communication</p>	<ul style="list-style-type: none"> • Dialogues • Conversations 	<ul style="list-style-type: none"> • Student articulates opinions in small and large group settings • Students carry on a conversation with the teacher and/or other students <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 2px;">Ed Tech</td> <td style="padding: 2px;"><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">#1.2.2</td> <td style="padding: 2px;">Students use online message boards to provide and exchange information</td> </tr> </table> </div>	Ed Tech	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i>	#1.2.2	Students use online message boards to provide and exchange information	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>
Ed Tech	<i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i>						
#1.2.2	Students use online message boards to provide and exchange information						
<p>3.4 Demonstrates cultural awareness and/or sensitivity</p>	<ul style="list-style-type: none"> • Uses appropriate register • Follows cultural norms when communicating • Incorporates cultural information 	<ul style="list-style-type: none"> • Students work through simulations of situations that take place in other countries 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>				

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<p><i>Synthesis of Modes in a unit</i></p> <p>4.1 Synthesizes components of language to demonstrate level appropriate proficiency</p>	<ul style="list-style-type: none"> • Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> • Students use a blog to read and respond to a relevant prompt. • Students read/listen to information and provide written/oral responses in a summative assessment 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>
<p><i>Synthesis of Modes in a semester</i></p> <p>5.1 Synthesizes components of language to demonstrate level appropriate proficiency</p>	<ul style="list-style-type: none"> • Reads/listens to information and responds in writing/speaking 	<ul style="list-style-type: none"> • Common district end of semester assessment 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>
<p><i>Personal Growth and Enrichment</i></p> <p>6.1 Engages actively in language learning opportunities</p>	<ul style="list-style-type: none"> • Music • Movies • Authentic texts • Mentoring • Internet communication • Phone communication • Food • Sporting events • Travel • Community events 	<ul style="list-style-type: none"> • Students write a reflection piece on a cultural experience • Students compare and contrast products of cultures 	<p>McGraw-Hill, <i>Así Se dice</i>, Level 2, Chapters 6,7,8,9</p>