

Spanish 3 Semester 2 Curriculum Guide

Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpretive Mode 1.1 Understands vocabulary/verbs in context</p>	<ul style="list-style-type: none"> Hispanic Food Physical Fitness Health Body Hospital and Doctor Office Passages of Life: Weddings, Baptisms, Birthdays, and Funerals 	<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 Recognize a recipe, invitation, exercise plan, etc. based on appearance Identify based on images (i.e. video, graphics) Participate in basic games for comprehension Comprehend audio and video <div style="border: 1px solid black; background-color: #ffff00; padding: 5px;"> <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> Students use Quizlet.com to create flashcards, work on pronunciation, and memorize vocabulary</p> </div>	McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,
<p>1.2 Understands grammatical structure of language</p>	<ul style="list-style-type: none"> The Subjunctive Tense Formal commands Negative informal commands Irregular subjunctive Comparisons Possessive pronouns 	<ul style="list-style-type: none"> Students identify verbs conjugated in subjunctive and indicative tenses Students identify formal and informal commands Students compare the target language to their first language Students compare irregular verbs in the subjunctive and indicative tenses <div style="border: 1px solid black; background-color: #ffff00; padding: 5px;"> <p>Ed Tech #2.3.1 <i>Select and use common applications</i> Students use a smart board to color-code, high light and position language pieces</p> </div> <div style="border: 1px solid black; background-color: #ffff00; padding: 5px;"> <p>Ed Tech #2.3.2 <i>Select and use online applications</i> Students use wordreference.com to investigate parts of speech and research idiomatic expressions.</p> </div>	McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,

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		Ed Tech #2.3.1 <i>Select and use common applications</i> Students identify correct verb endings, possessive pronouns, subjunctive and indicative tenses, etc., using clickers	
1.3 Understands phrases, sentences and/or questions	<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 	McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,
		Ed Tech #2.3.1 <i>Select and use common applications</i> Students organize sentences in a logical order using Smart Board technology	
1.4 Understands aspects of culture	<ul style="list-style-type: none"> Hispanic Recipes Physical Fitness in Hispanic Countries Hispanic Baptisms, Weddings and Funerals 	<ul style="list-style-type: none"> Students demonstrate understanding of cultural nuances with regards to cultural information and publications. Students discuss other's points of view, ways of life, and contributions to the world in English 	McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,
Presentational Mode 2.1 Produces vocabulary/verbs in context	<ul style="list-style-type: none"> Hispanic Food Physical Fitness Health Body Hospital and Doctor Office Passages of Life: Weddings, Baptisms, Birthdays, and Funerals 	<ul style="list-style-type: none"> Students label a picture with appropriate vocabulary / verbs Students tell all in the target language about a picture or video Students fill out Recipes, and Exercise Plan, Invitations, etc. 	McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,
		Ed Tech #2.3.1 <i>Select and use common applications</i> Students create a Invitations, Exercise Plans, etc. using computers	

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<p>2.2 Produces appropriate grammatical structures/conventions of language</p>	<ul style="list-style-type: none"> • The Subjunctive Tense • Formal commands • Negative informal commands • Irregular subjunctive • Comparisons • Possessive pronouns 	<ul style="list-style-type: none"> • Students write a description of a recipe • Students describe a doctor’s office / hospital • Students conjugate verbs from flashcards • Students compare two or more items • Students give commands in the appropriate register • Students create invitations for Weddings, Baptisms, Birthdays <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Ed Tech #2.3.1 <i>Select and use common applications</i> Students create an invitation using computers</p> </div>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>
<p>2.3 Produces phrases, sentences and/or questions for a real world purpose</p>	<ul style="list-style-type: none"> • Basic sentence structure • Questions and Answers • Paragraphs: small stories, dialogues and other input 	<ul style="list-style-type: none"> • Students produce information about preparing food, physical fitness, health, and life passages such as baptisms, weddings, birthdays and funerals. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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> Ed Tech #2.3.1 <i>Select and use common applications</i> Students create a video (e.g. puppet show), photo story, podcast, and/or Power point about physical fitness or life passages</p> </div>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>
<p>2.4 Articulates cultural understanding</p>	<ul style="list-style-type: none"> • Hispanic Recipes • Physical Fitness in Hispanic Countries • Hispanic Baptisms, Weddings and Funerals 	<ul style="list-style-type: none"> • Students describe characteristics unique to Hispanic Recipes • Students communicate about physical fitness around the Spanish speaking world • Students compare and contrast life passage celebrations 	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>

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<p>Interpersonal Mode 3.1 Asks and/or answers questions to exchange information with others</p>	<ul style="list-style-type: none"> • Basic conversations • Role Play • Descriptions of recipes / cooking, physical fitness, hospitals / doctor's offices, weddings, funerals, baptisms 	<ul style="list-style-type: none"> • Students present a skit or a dialogue • Students exchange information with the teacher and/or other students <table border="1" data-bbox="751 305 1547 630"> <tr> <td data-bbox="751 305 905 521" style="background-color: yellow;">Ed Tech #1.2.2</td> <td data-bbox="905 305 1547 521"> <p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students hold a conversation in Spanish via Skype, Blog or Instant Message.</p> </td> </tr> <tr> <td data-bbox="751 521 905 630" style="background-color: yellow;">Ed Tech #2.3.1</td> <td data-bbox="905 521 1547 630"> <p><i>Select and use common applications</i></p> <p>Students will have a conversation in Spanish using the Facetime app on iPads</p> </td> </tr> </table>	Ed Tech #1.2.2	<p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students hold a conversation in Spanish via Skype, Blog or Instant Message.</p>	Ed Tech #2.3.1	<p><i>Select and use common applications</i></p> <p>Students will have a conversation in Spanish using the Facetime app on iPads</p>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</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 <table border="1" data-bbox="751 813 1547 1029"> <tr> <td data-bbox="751 813 905 1029" style="background-color: yellow;">Ed Tech #1.2.2</td> <td data-bbox="905 813 1547 1029"> <p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use online message boards to provide and exchange information</p> </td> </tr> </table>	Ed Tech #1.2.2	<p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use online message boards to provide and exchange information</p>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>		
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<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 	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>				
<p>3.4 Demonstrates cultural awareness and/or sensitivity</p>	<ul style="list-style-type: none"> • Uses appropriate register • Follows cultural 	<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 3 Chapter 1, Chapter 2, Chapter 3,</p>				

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	<p>norms when communicating</p> <ul style="list-style-type: none"> • Incorporates cultural information 						
<p>Synthesis of Modes in a unit 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 read/listen to information and provide written/oral responses in a summative assessment <table border="1"> <tr> <td style="background-color: yellow;">Ed Tech #1.2.2</td> <td> <p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use a blog to read and respond to a relevant prompt.</p> </td> </tr> <tr> <td style="background-color: yellow;">Ed Tech #1.1.1</td> <td> <p><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></p> <p>Students use information from Podcasts to respond to a relevant prompt.</p> </td> </tr> </table>	Ed Tech #1.2.2	<p><i>Develop cultural understanding and global awareness by engaging with learners of other cultures</i></p> <p>Students use a blog to read and respond to a relevant prompt.</p>	Ed Tech #1.1.1	<p><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></p> <p>Students use information from Podcasts to respond to a relevant prompt.</p>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>
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<p>Synthesis of Modes in a semester 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 <table border="1"> <tr> <td style="background-color: yellow;">Ed Tech #1.1.1</td> <td> <p><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></p> <p>Students use information from Podcasts to respond to a relevant prompt.</p> </td> </tr> </table>	Ed Tech #1.1.1	<p><i>Generate ideas and create original works for personal and group expression using a variety of digital tools</i></p> <p>Students use information from Podcasts to respond to a relevant prompt.</p>	<p>McGraw-Hill, <i>Así se dice</i> Level 3 Chapter 1, Chapter 2, Chapter 3,</p>		
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<p>Personal Growth and Enrichment 6.1 Engages actively in language learning opportunities</p>	<ul style="list-style-type: none"> • Music • Movies • Authentic texts • Mentoring • Internet communication • Food 	<ul style="list-style-type: none"> • Students write a reflection piece on a cultural experience • Students compare and contrast products of cultures 					