



Spanish 3

Grades 10-12

Curriculum Committee Members

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Advanced second language learning has proven to support overall academic success. The American Council on the Teaching of Foreign Languages (ACTFL) has demonstrated that language learning supports district goals such as increased reading proficiency and effective communication. Academic achievement on standardized tests is also positively impacted studying a second language such as Spanish. The Hazelwood School District offers Spanish 3 to allow students to develop more advanced reading, writing, speaking and listening skills in Spanish.

Corollary to recent research, changes in state standards and ACTFL standards indicate curriculum needs to be updated to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. A combination of communication proficiency and cultural awareness will be better supported through the revision of the existing curriculum as it will increase rigor and authenticity.

Before beginning to revise the curriculum, the curriculum committee members researched best practice to ensure the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication and cultural awareness. Students will focus on authentic opportunities to think, read, write and speak in Spanish to increase fluency and command of the language. The activities, materials and scoring guides for each unit are aligned directly to this framework.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, skill-building, student-centeredness and cultural relevance. Spanish 3 is further aligned to build on language acquisition expected in Spanish 1 and 2 to ensure students are gaining mastery of more advanced Spanish grammar, vocabulary and culture.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: Spanish 3

GRADE LEVEL: 10-12

Course Description:

Spanish 3 students will improve their existing Spanish skills. They will read, write and comprehend longer, quicker Spanish exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic Spanish periodicals and publications. The students will critique and analyze materials using their knowledge base of Spanish. Students will spend an increased amount of class time speaking only Spanish. During the second semester, students will expand their foreign language experience while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will build on their existing skills using the Spanish 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency and speed. (Prerequisite: Spanish 2)

Course Rationale:

This advanced Spanish course is designed to support students as they learn to communicate and interpret complex messages using the three modes of communication: interpersonal, interpretive and presentational. Students will read and write authentic stories, articles, letters and more. In addition, students will study comparative culture and history to deepen their mastery of 21st century skills such as critical thinking, problem solving and cultural competence. This course will build on the language skills acquired in previous courses to ensure students progress towards Spanish fluency.

Course Scope and Sequence				
<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>
Repaso	Beauty & Aesthetics	Global Challenges	Contemporary Life-Food	Contemporary Life-School/Daily Activities
17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length	17-19 class periods, 90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
2. The learner will be able to analyze contributions of important historical and/or contemporary figures in the culture studied.
3. The learner will be able to observe and imitate appropriate patterns of social behavior in the culture studied.

Unit 2

1. The learner will be able to prepare a written analysis of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.
2. The learner will be able to use expressions for managing conversations such as interrupting, apologizing and expressing agreement or disagreement.
3. The learner will be able to develop and propose solutions to issues and problems.
4. The learner will be able to analyze the various ways of expressing ideas such as understanding the role of dialect and differentiated speech to indicate age, social status, or gender.
5. The learner will be able to explain and compare the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.
6. The learner will be able to present information orally or in writing on topics being studied in other classes.
7. The learner will be able to use a variety of age appropriate target language sources and compare those sources to information obtained on the same topics written in English.

Unit 3

1. The learner will be able to elaborate on their study of other classes by studying similar topics in the target language.
2. The learner will be able to combine principal elements of non-fiction articles such as main idea and supporting details found in a variety of media to support a conclusion.
3. The learner will be able to analyze the role of dialect and differentiated speech to indicate age, social status or gender with increasing sophistication.
4. The learner will be able to summarize and analyze the plot and characters in selected pieces of literature (fiction or non-fiction) written in the target language.
5. The learner will be able to examine their own and the target culture based on comparisons of simple daily activities.

Unit 4

1. The learner will be able to plan real or imaginary travel.
2. The learner will be able to analyze the relationship between cultural perspectives and products from the target culture and their own.
3. The learner will be able to obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audiences.

Unit 5

1. The learner will be able to analyze the similarities and differences in the social etiquette within the culture studied to their own culture.
2. The learner will be able to organize and participate in activities in the language that benefit other members of the school or community such as tutoring.
3. The learner will be able to analyze similarities and differences between the sound and writing system of target and native language including time and tense.

Essential Terminology/Vocabulary

Unit 1

Review Vocabulary Spanish 2- Conjugation of verbs:

Review Present tense: ser, estar, saber, conocer, ir, tener, jugar, estudiar, correr, llevar, etc.

- Present progressive forms of estar verb.
- Questions: ¿a dónde vas después de la escuela?, etc.
- Weather: hace sol, Está nublado, llueve, nieva, hace frío, hace calor, etc.
- Adjectives: alto, bajo, gordo, feo, bonito, inteligente, atractivo, etc.
- Descriptions: la casa es alta, Ella es bonita, etc.
- Puntuación (usos de la coma y del punto); mayúsculas (nombres propios y según puntuación). Oración: oraciones simples, sujeto y predicado, sustantivos, pronombres, verbos adjetivos, el número, el género.
- Regular present tense verbs: acostumar, caer, cuidar, despedir, preguntar, etc.
- Irregular present tense verbs: poder, hacer, poner, saber, salir, valer, etc.
- Regular present progressive: hablar, cantar, jugar, mirar, etc.
- Irregular present progressive: leer, caer, dormir, morir, and ir (yendo).
- Una pesadilla, echa de menos, dejar de + acción, dejar + object, ayudar, buscar, despacho, agarra, saber, tener miedo de.

Unit 2

- Se acerca, acaba de, se queda, había venido, seguir, etc.
- Regular preterit tense vocabulary structures: regresó, cayó, limpió, terminó, etc.
- Irregular preterite tense vocabulary structures: ser, ir, dar and haber.
- Future tense preterit tense vocabulary structures: ir, ser, hacer, estar, ver, etc.
- Novel La Hija del Sastre vocabulary: Fue para recoger, mentir, asustarse, me di cuenta, etc.
- Communicating in Spanish: esconder, ocultar, saltar, boquiabierto, agarrar, asustar, no olvidarse, huella, el pozo, caerse, etc.

Unit 3

- La Hija del Sastre Novel vocabulary: se acerca, acaba de, se queda, había venido, seguir.
- Regular preterit tense vocabulary structures: regresó, cayó, limpió, terminó, etc.

- Irregular preterite tense vocabulary structures: ser, ir, dar and haber.
- Future tense preterit tense vocabulary structures: ir, ser, hacer, estar, ver, etc.
- Fue para recoger, mentir, asustarse, me di cuenta, etc.
- Communicating in Spanish: esconder, ocultar, saltar, boquiabierto, agarrar, asustar, no olvidarse, huella, el pozo, caerse, etc.

Unit 4

- La Hija del Sastre Novel vocabulary: se acerca, acaba de, se queda, había venido, seguir.
- Regular preterit tense vocabulary structures: regresó, cayó, limpió, terminó, etc.
- Irregular preterite tense vocabulary structures: ser, ir, dar and haber.
- Future tense preterit tense vocabulary structures: ir, ser, hacer, estar, ver, etc.
- Fue para recoger, mentir, asustarse, me di cuenta, etc.
- Esconder, ocultar, saltar, boquiabierto, agarrar, asustar, no olvidarse, huella, el pozo, caerse, etc.

Unit 5

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Course Materials and Resources

Instructional Resources:

- **Digital Bundle: Exploremos Level 3, 1st MindTap™** Blitt 1st Edition [K12, 2018]
9781337462136 / 1337462136
- **¡Exploremos! Nivel 3 Teacher's Annotated Edition** Blitt/Casas 1st Edition [K12, 2018]
9781305969506 / 1305969502
- Pen pal sites: <https://www.mylanguageexchange/Pen-pals/Language/Spanish.asp> or <http://www.studentsoftheworld.info>
- Toth, Carrie & Gaab, Carol *La hija de sastre*, TPRS Books, 2018. ISBN: 978-1-935575-61-0
- Canion, Mira, *Fiesta Fatal*, TPRS Books, 2014.
ISBN: 978-0991441105
- Kirby, Nathaniel et al. *La Guerra Sucia*, TPRS Books, 2011. ISBN: 978-1-93495805-6
- El Internado (district owned resource)

Unit 1:

- Vocabulary Practice: <https://tinyurl.com/yd36o6s7>
- Speaking Rubric: <https://tinyurl.com/yczozwc3>
- Recipe Project Rubric: <https://tinyurl.com/ybvou7uz>

Unit 2

- BreakoutEDU materials: <https://tinyurl.com/ydh4fg5h>
- Capitulo Dos: <https://tinyurl.com/ydahnevb>
- Estructura del Futura ppt: <https://tinyurl.com/y9rlpy6u>
- Project power point: <https://tinyurl.com/yappqa5z>
- Conversation Rubric: <https://tinyurl.com/yam8lx24>
- Project rubric: <https://tinyurl.com/y9rm8erc>

Unit 3

- Stations packet: <https://tinyurl.com/yd3low37>
- "Dinosaurios" y Charley Garcia <http://www.youtube.com/watch?v=UILQU0VEWI>
- Lyrics: <http://www.musica.com/letras.asp?letra=819221>
- Video: <https://www.youtube.com/watch?v=Uoutyr6QhOk#t=13>
- Fotos: <https://www.youtube.com/watch?v=P31RebE4yXU>
- Wall of the disappeared: <http://www.desaparecidos.org/arg/victimas/muro2.html>
- Subjunctive presentation: <https://tinyurl.com/yc43fg8d>
- Test: <https://tinyurl.com/y7mxxnqz>
- Book Review Materials: <https://tinyurl.com/ybmywv9t>

Unit 4

- Travel brochure rubric: <https://tinyurl.com/y7tbv3as>
- Recipe Project Rubric: <https://tinyurl.com/yc22oeuj>
- Teaching Ideas: <https://tinyurl.com/yal5a5rp>
- Persuasive Rubric: <https://tinyurl.com/y7yevcou>
- Persuasive vocabulary list: <https://tinyurl.com/yctf92wk>
- Persuasive Essay Scoring guide: <https://tinyurl.com/yal5a5rp>

Unit 5

- Letter Prompt: <https://tinyurl.com/yco7mdsd>
- El Internado activities: <https://tinyurl.com/y8ftft6y>, <https://tinyurl.com/yba7wl2k>
- Choice Board Project: <https://tinyurl.com/y9g4wvxr>
- Choice board rubric: <https://tinyurl.com/y9rm8erc>

Additional Resources:

- <https://spanish.yabla.com/>
- <https://www.senorwooly.com/>

