

Catasauqua Area School District Planned Course of Study

Course Title: Spanish III Honors

Grade Level(s): 9-11

Text: ¡Así se dice! Level 3 & Level 4

Course Description

Spanish III is an advanced honors-level course stressing continual improvement in conversational Spanish. Commands, comparisons of equality, and various perfect tenses are introduced and studied. The indicative mood is reviewed. The present subjunctive and imperfect subjunctive are also studied in detail. The diverse culture of various Spanish-speaking countries is discussed in depth, specifically Spain, Andean countries in South America, and the countries in the southern part of South America. The course also includes discussions on cooking, accidents and medical problems, celebrations, chores and errands, and manners. The textbooks used are *¡Así se dice!* – Levels 3 (Chapters 1-5) and 4 (Chapters 1-3).

Essential Questions

- How can learning about the practices of another culture give us insight into the values and viewpoints of the people of that culture?
- What can the products (art, literature, realia) of another culture reveal about the values and viewpoints of the people of that culture?
- Where in the local or world community can we use the second language we are learning?
- How may contact with native speakers in the local or world community enhance our language proficiency?
- How can we use technology to communicate with native speakers anywhere in the world?
- How can we continue to study and enjoy a second language after leaving school?
- How does second language study help us in other areas of the curriculum?
- What knowledge and insight can we gain from world language study that otherwise would not be available to us?
- What print and non-print resources are available to help us connect with another language and culture?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- What are some good strategies to help us communicate with someone in the language we are studying?
- What language phrases do we need to know to survive in a foreign country?
- What skills and knowledge do we need to interact with others in a second language?
- How can we prepare information, concepts, and ideas to share with listeners and/or readers?
- What knowledge and skills do we need to make oral or written presentations in a variety of formats (posters, videos)?
- How does comparing and contrasting the target language with English help us better understand the structure and vocabulary of English?
- Why does comparing and contrasting cultural practices, products, and perspectives in the target culture help us better understand our own culture?
- How does appreciation of cultural diversity enhance cross-cultural understanding?

Competencies

- Accomplish simple “survival” tasks such as ordering food, exchanging money, buying goods or services.
- Ask and answer questions about daily lives.
- Authentic materials with visual support accompanies by language text in subject areas of interest in recent study
- Create a project (eg.g,poster, haiku) related to how a product is related to the culture studied
- Describe cultural practices, products, perspectives in the target culture and their own to find similarities and differences (ex. Celebrations, religion, art, literature, music, dance, work and leisure philosophy, social and political issues, food traditions)
- Enhance reading/listening skills in first and second languages by working with strategies such as drawing upon prior knowledge, guessing from context and expanding vocabulary
- Identify and talk about well-known landmarks from the target language
- Initiate, sustain, and close a conversation about a person or event
- Interact in cultural contexts with appropriate verbal and nonverbal expressions
- Interview in person or electronically native speakers about school life, social and political issues
- Initiate, sustain and close a conversation about a person or event
- Give a “how-to” demonstration
- Write an article, create a digital presentation, make a video presentation on a theme studied
- Obtain information and participate in age-appropriate cultural experiences/simulations

Career Awareness, Career Education, & Focus on Employability Skills

- Use logical reasoning to analyze issues
- Obtain, interpret, and use knowledge, facts, and data when making decisions
- Resolve problems
- Demonstrate creativity
- Use clear and effective writing and use clear and effective speech
- Speak publicly with various audiences and listen to others
- Actively contribute to a team
- Remain on task
- Identify and work toward goals
- Use conflict resolution strategies
- Use technology appropriately and efficiently to solve problems, complete tasks, and accomplish goals
- Learn and use new, emerging technologies
- Identify personal skills, strengths, knowledge, and experience related to career goals
- Identify areas for personal growth
- Develop self-advocacy skills
- Use interpersonal skills
- Organize, plan, and delegate work
- Regulate emotions
- Build positive relationships
- Demonstrate respectful interactions with others
- Value and respect differences
- Learn from others
- Gain knowledge about economic, political, and cultural issues
- Attendance & Punctuality
- Time management & productivity
- Responsibility
- Lifelong learning
- Students will be able to independently use their learning to investigate the world, recognize perspectives, communicate ideas, and take action in developing a global mindset

Catasauqua Area School District**Course Title:** Spanish III Honors**Grade Level:** 9-11**Course Syllabus**

Course Content	Tentative Timeframe	State Standards
<i>Repaso C- Vacaciones</i> <u>Topics</u> Vocabulary related to summer and winter activities and vacations Vocabulary related to traveling by plane and by train <u>Structure</u> Regular and irregular verbs in the preterite	2-3 days	12.1.S3.A,B,C,D 12.3.S3.A,B
<i>Repaso D- De compras y fiestas</i> <u>Topics</u> Vocabulary related to shopping and celebrations <u>Structure</u> Regular and irregular verbs in the imperfect Indirect object pronouns	2-3 days	12.1.S3.A,B,C,D 12.3.S3.A,B
<i>Repaso E- Ciudad y campo</i> <u>Topics</u> Vocabulary related to the city and country <u>Structure</u> Direct object pronouns Uses of the preterite and imperfect tenses	2-3 days	12.1.S3.A,B,C,D 12.3.S3.A,B
<i>Repaso F- El hotel y el restaurante</i> <u>Topics</u> Vocabulary related to hotels and restaurants <u>Structure</u> Double-object pronouns The present perfect tense Regular and irregular past participles	2-3 days	12.1.S3.A,B,C,D 12.3.S3.A,B

<p>Capítulo 1- Cocina hispana (L3) <u>Topics</u> The kitchen, cooking, and using a recipe Types of food <u>Structure</u> The subjunctive Formal commands Negative informal commands <u>Culture</u> A hispanic recipe: arroz con pollo</p>	7-10 days	12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A
<p>Capítulo 2- ¡Cuidate bien! (L3) <u>Topics</u> Parts of the body Exercise and physical activity Minor medical problems The emergency room <u>Structure</u> The subjunctive with impersonal expressions Ojalá, quizás, tal vez The subjunctive of stem-changing verbs Comparisons of equality <u>Culture</u> Active life and good health</p>	7-10 days	12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D
<p>Capítulo 3- Pasajes de la vida (L3) <u>Topics</u> Weddings Baptisms Birthdays Funerals <u>Structure</u> The subjunctive to express wishes The subjunctive to express emotions Possessive pronouns <u>Culture</u> Celebrations and rites of passage</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A

<p>Capítulo 4- Quehaceres (L3) <u>Topics</u> The hair salon Washing clothes Mailing letters and packages The bank <u>Structure</u> The subjunctive with expressions of doubt The subjunctive with adverbial clauses The pluperfect, conditional perfect, and future perfect tenses <u>Culture</u> Errands to run to prepare for a trip</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,D
<p>Capítulo 5- ¿Buenos o malos modales? (L3) <u>Topics</u> Courtesies Manners <u>Structure</u> The imperfect subjunctive The subjunctive vs. the infinities Suffixes <u>Culture</u> Good and bad behaviors in the hispanic world</p>	7-10 days	12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A
<p>Capítulo 1- España (L4) <u>Topics</u> The geography of Spain The history of Spain Spanish culture <u>Structure</u> The preterite of regular verbs The preterite of stem-changing verbs The preterite of irregular verbs Nouns and articles <u>Current events in Spain</u> <u>Spanish literature</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D

<p>Capítulo 2- Países andinos: Ecuador, Perú, Bolivia (L4)</p> <p><u>Topics</u> The geography of Ecuador, Perú, and Bolivia The history of Ecuador, Perú, and Bolivia The culture of Ecuador, Perú, and Bolivia</p> <p><u>Structure</u> The imperfect The preterite versus the imperfect Progressive tenses Comparatives and superlatives Comparisons of equality <u>Current events in the Andean countries</u> <u>Literature from the Andean countries</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D
<p>Capítulo 3- El Cono sur: Chile, Argentina, Paraguay, Uruguay (L4)</p> <p><u>Topics</u> The geography of Chile, Argentina, Paraguay, and Uruguay The history of Chile, Argentina, Paraguay, and Uruguay The culture of Chile, Argentina, Paraguay, and Uruguay</p> <p><u>Structure</u> Regular and irregular verbs in the present tense Ser versus estar Verbs like gustar Affirmative and negative words <u>Current events in the southern part of South America</u> <u>Literature from the southern part of South America</u></p>	10-13 days	12.1.S4.A,B,C,D,E,F 12.3.S4.A,B,C,D 12.5.S4.C,D

<p>Teaching Strategies Utilized</p> <ul style="list-style-type: none"> *Direct Instruction *Guided Note-taking/Class Discussions *Cooperative Learning *Student-centered Learning *Drill & Practice *Peer/Teacher Tutoring *Project-based Learning
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Objectives	Level of Ach.	Suggested Learning Activities	Forms of Assessment	PA Stand.
<i>The student will be able to:</i>				
<p>Repaso C- Vacaciones</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about summer and winter activities, vacations, and plane and train travel Narrate past events using regular and irregular verbs in the preterite 	K AP M	Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz	12.1.S3.A,B,C,D 12.3.S3.A,B
<p>Repaso D- De compras y fiestas</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about shopping and celebrations Narrate past events using the imperfect Correctly use indirect object pronouns 	K AP M	Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz	12.1.S3.A,B,C,D 12.3.S3.A,B
<p>Repaso E- Ciudad y campo</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about the city and country Narrate past events using the preterite and imperfect tenses Correctly use direct object pronouns in written and spoken Spanish 	K AP M	Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz	12.1.S3.A,B,C,D 12.3.S3.A,B
<p>Repaso F- El hotel y el restaurante</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about hotels and restaurants Narrate recent events using the present perfect tense Correctly use double-object pronouns and regular and irregular past participles in written and spoken Spanish 	K AP M	Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz	12.1.S3.A,B,C,D 12.3.S3.A,B
<p>Capítulo 1- Cocina hispana (L3)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about foods, food preparation, and Hispanic recipes Tell someone what to do using formal commands Tell someone not to do something using negative informal commands Correctly use the present subjunctive in written and spoken Spanish 	AW K AP M R	Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application	-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project	12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A

<p>Capítulo 2- ¡Cuidate bien! (L3)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about parts of the body, exercise, physical fitness, accidents, and going to the emergency room Narrate events using impersonal expressions using the subjunctive Correctly use ojalá, quizás, and tal vez with the subjunctive Correctly use the subjunctive of stem-changing verbs and comparisons of equality in written and spoken Spanish 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S3.A,B,C,D,F 12.3.S3.A,B,C,D 12.5.S3.A,B,C,D</p>
<p>Capítulo 3- Pasajes de la vida (L3)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about weddings, baptisms, birthdays, and funerals Express wishes using the subjunctive Express emotions using the subjunctive Correctly use possessive pronouns in written and spoken Spanish 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A</p>
<p>Capítulo 4- Quehaceres (L3)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about errands and preparing for a trip Express doubt using the subjunctive Correctly use the subjunctive with adverbial clauses in written and spoken Spanish Express what had happened, would have happened, and will have happened using the pluperfect, conditional perfect, and future perfect tenses 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A,D</p>
<p>Capítulo 5- ¿Buenos o malos modales? (L3)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about manners Narrate past events using the imperfect subjunctive Know when to use the subjunctive vs. the infinitive Correctly use suffixes in written and spoken Spanish 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S3.A,B,C,D,E,F 12.3.S3.A,B,C,D 12.5.S3.A</p>
<p>Capítulo 1- España (L4)</p> <ul style="list-style-type: none"> Communicate in spoken and written Spanish about the geography, history, and culture of Spain Express past actions Discuss current events taking place in Spain Correctly use nouns and articles in written and spoken Spanish 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>

<p>Capítulo 2- Países andinos: Ecuador, Perú, Bolivia (L4)</p> <ul style="list-style-type: none"> • Communicate in spoken and written Spanish about the geography, history, and culture of Ecuador, Perú, and Bolivia • Describe habitual past actions • Talk about past events • Discuss current events taking place in Ecuador, Perú, and Bolivia • Correctly use progressive tenses in written and spoken Spanish • Correctly use comparatives and superlatives in written and spoken Spanish 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>
<p>Capítulo 3- El Cono sur: Chile, Argentina, Paraguay, Uruguay (L4)</p> <ul style="list-style-type: none"> • Communicate in spoken and written Spanish about the geography, history, and culture of Chile, Argentina, Paraguay, and Uruguay • Correctly use ser and estar in written and spoken Spanish • Correctly use verbs like gustar in written and spoken Spanish • Express affirmative and negative ideas • Discuss current events taking place in Chile, Argentina, Paraguay, and Uruguay 	<p>AW K AP M R</p>	<p>Flashcards Worksheets Verb folder notes Projected images and activities Games Group work Class discussion Real-world application</p>	<p>-Teacher observation -Class activities & participation -Homework -Quiz -Test -Project</p>	<p>12.1.S4.A,B,C,D,F 12.3.S4.A,B,C,D 12.5.S4.C,D</p>

Resources/Materials

- *¡Así se dice! Level 3 and 4 Textbooks
- *¡Así se dice! Level 3 and 4 Audio Workbooks
- *¡Así se dice! Level 3 and 4 Student Workbooks
- *¡Así se dice! vocabulary games
- *¡Así se dice! vocabulary, culture, grammar videos
- *Teacher-designed online assessments based on *¡Así se dice! Level 3 and 4 assessments
- *Verb Folder
- *Online Spanish/English Dictionaries
- *Teacher-designed Projects

Interdisciplinary Relationships

English- *comparisons in language structure, history of language, literature*

History- *past major events, government, current issues in Spanish-speaking countries*

Science- *temperature, weather*

Math- *counting, telling time, monetary systems and conversions*

Consumer Science- *recipes, cooking*

Humanities- *art (appreciation and creation)*

Technology/Computer Science- *instructions and frequently used terms, use of computers to complete activities and projects*