

**Trinity Area School District
Template for Curriculum Mapping, Spanish III**

Course: Spanish 3 Grade: 10-12 Designer(s): Spanish Dept.	Overview of Course: This is a yearlong course that builds on the information from Spanish 1 and 2 and further allows the students to practice their reading, writing, speaking, and listening skills in Spanish while experiencing more of a multicultural viewpoint of the world. Students will learn and demonstrate basic knowledge of different sounds, words, cultures, customs, attitudes, and beliefs.
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Overarching Big Ideas, Enduring Understandings, and Essential Questions
(These “spiral” throughout the entire curriculum.)

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Communication	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.	To effectively communicate, you need to develop reading, writing, speaking and listening skills in the target language.	How can I communicate in the target language?
Cultures	2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	People in other countries behave and act differently.	How can I relate and understand cultures of other countries?

<p>Connections</p>	<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	<p>Language and culture intertwine.</p>	<p>How do language and culture relate?</p>
<p>Comparisons</p>	<p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Similarities and differences exist between the native and target languages as well as cultures.</p>	<p>How can I demonstrate the complexity of languages and cultures?</p>
<p>Communities</p>	<p>5.1 Student use the language both within and beyond the school setting.</p> <p>5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>Using the language outside of school is interesting and fun.</p>	<p>How can I use the target language outside of school setting?</p>

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August-September (4 weeks)	Review ¿Cómo eres tú y cómo es un día típico?	Communication Cultures Connections Comparisons Conjugation Noun/adjective agreement Classroom vocabulary Question words Sentence structure Telling time	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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.	Verb conjugation is essential in sentence construction. All languages has its own structures and norms. All languages have their own set of interrogative words and question structure. Telling time in Spanish has set phrases that are used and math must be performed.	¿Cómo conjugas los verbos? ¿Cómo eres y cómo estás? ¿Qué tienes que hacer hoy? ¿Qué vas a hacer y que van a hacer tus amigos? ¿Qué hora es y qué tiempo hace?	Pen-pal letter Presentation Verbal exam Unit test	Graphic organizer of EQs En español 1

<p>September-October (2 weeks/ continue review)</p>	<p>La rutina diaria</p> <p>How do you refer to yourself and others when talking about daily routine and personal hygiene?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>Daily routine items Reflexive verbs Daily schedule Body parts</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting.</p>	<p>Using household items to describe one's daily routine.</p> <p>Reflexive verbs are those where the subject completes and receives the action of the verb.</p> <p>Reflexive pronouns are necessary with each reflexive verb and must agree with the subject pronoun.</p>	<p>¿Cómo conjugas un verbo reflexivo?</p> <p>¿Cuándo usas un infinitivo y conjugas el verbo?</p> <p>¿Qué necesitas para tu rutina diaria?</p> <p>¿Cómo se llaman las partes del cuerpo?</p>	<p>Presentation</p> <p>Verbal quiz</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>En Español 2</p> <p>Más Práctica workbook</p>
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<p>October- November (4 weeks)</p>	<p>Newspaper and Television</p> <p>¿Cómo te enteraste de las noticias importantes?</p>	<p>Communication Cultures Connection Comparisons</p> <p>News and tv vocabulary</p> <p>Indefinite preterite verb tense</p> <p>Irregular verbs in the indefinite preterite</p>	<p>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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Vocabulary specific to news and television.</p> <p>Romance languages have two past tenses. The indefinite preterite is a past tense used to talk about news and current events.</p> <p>The indefinite preterite has 4 different categories of irregular verbs.</p>	<p>¿Cuáles son las noticias importantes del día?</p> <p>¿Qué pasó ayer?</p> <p>¿Cómo conjugas un verbo en el pretérito indefinido?</p> <p>¿Cuáles son las 4 categorías de irregulares en el pretérito indefinido?</p>	<p>Newspaper Project</p> <p>Vocab/grammar quizzes</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>Más practica workbook</p> <p>Authentic news articles to be analyzed and summarized</p>
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<p>November-December (4 weeks)</p>	<p>Art and indefinite</p> <p>¿Qué te fascina cuando visitas un museo en una ciudad grande?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>Mexican artists (Diego Rivera/Frida Kahlo)</p> <p>Art vocabulary</p> <p>Indefinite preterite conjugations</p> <p>Verbs like “gustar”</p>	<p>1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p>	<p>The lives of Diego Rivera and Frida Kahlo are analyzed and compared.</p> <p>The artwork of Diego Rivera and Frida Kahlo is analyzed and compared to their life struggles.</p> <p>The indefinite preterite tense is applied when talking about past events.</p> <p>Verbs like “gustar” cannot be conjugated like regular verbs as they cannot be physically completed by the subject. They require indirect object pronouns.</p>	<p>¿Qué es el arte?</p> <p>¿Quiénes son unos artistas mexicanos importantes?</p> <p>¿Quiénes son Diego Rivera y Frida Kahlo y cómo es su arte?</p> <p>¿Qué te interesa hacer en las ciudades?</p>	<p>Culture exam on Mexican art/artists</p> <p>Movie/art critique</p> <p>Unit test</p>	<p>Graphic Organizer of EQs.</p> <p>A&E Video: Frida Kahlo</p> <p>PBS video: Diego Rivera</p> <p>Learning stations with Mexican artists</p>
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<p>December-January (3 weeks)</p>	<p>Childhood (imperfect preterite)</p> <p>¿Cómo eras y qué hacías de niño/a?</p>	<p>Communication Cultures Connection Comparisons</p> <p>Childhood vocabulary Imperfect conjugation including irregulars Long possessives as adjectives and pronouns</p>	<p>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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Vocabulary to describe a childhood and review of daily routine vocabulary.</p> <p>Romance languages have two past tenses. The imperfect preterite is a past tense used to describe something in the past or talk about habitual actions.</p> <p>Long possessives put more emphasis on to whom something belongs.</p> <p>Long possessives can be used as adjectives and as pronouns to describe two or more things.</p>	<p>¿Cuándo eras niño/a...?</p> <p>¿Cómo conjugas un verbo en el pretérito imperfecto?</p> <p>¿Cómo se expresa la posesión en español?</p> <p>¿Cuáles son unos posesivos largos y cómo se usan?</p>	<p>Childhood essay/presentation</p> <p>Vocab/grammar quiz</p> <p>Unit test</p>	<p>Graphic organizer for EQs</p> <p>En español 2</p> <p>Más práctica workbook</p>
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<p>January-February (4-5 weeks)</p>	<p>Celebrations (imperfect v indefinite)</p> <p>¿Cómo se celebran las fiestas diferentes de los países hispanohablantes?</p>	<p>Communication Cultures Connection Comparisons</p> <p>Celebrations vocabulary Review past conjugations Compare imperfect and indefinite tenses Indicator words</p>	<p>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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Each culture has its own celebrations that aren't celebrated within other cultures.</p> <p>The quinceañera is a popular celebration in Mexico.</p> <p>Romance languages have two past tenses. There are indicator words to help determine which is used and when.</p>	<p>¿Cómo se adorna una casa para una fiesta?</p> <p>¿Cuáles son las diferencias entre los dos pretéritos?</p> <p>¿Cómo los usamos juntos?</p> <p>¿Cuáles son una fiestas importantes?</p>	<p>Children's story</p> <p>Essay</p> <p>Unit test</p>	<p>Graphic organizer for EQs</p> <p>En español 2</p> <p>Más práctica workbook</p> <p><i>De repente</i> children's book</p>
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<p>March (3 weeks)</p>	<p>Food</p> <p>¿Cómo es la comida española/tica y cuáles son las comidas y los platos típicos de España/Costa Rica?</p>	<p>Communication Cultures Connections Comparisons Communities</p> <p>Food vocabulary Direct/indirect object pronouns Spanish food Costa Rican food</p>	<p>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. 2.2 Students demonstrate an understanding of the relationship between the products 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 Student use the language both within and beyond the school setting</p>	<p>Each culture has its own food norms and typical plates.</p> <p>Typical Hispanic foods are studied and compared with those in North America.</p> <p>Direct and indirect object pronouns are used to replace their counterparts in a sentences to create more compact sentences.</p>	<p>¿Cómo se llaman las comidas comunes en español?</p> <p>¿Cómo es la comida en España/en Costa Rica?</p> <p>¿Cómo se usan los complementos directos, indirectos y dobles?</p>	<p>Recipe preparation</p> <p>Restaurant scene</p> <p>Meal Schedule comparison</p> <p>Unit quiz</p>	<p>Graphic organizer with EQs.</p> <p>En español 2</p> <p>Más práctica workbook</p> <p>Typical food lists</p> <p>Descubrir Reading</p>
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<p>April (3 weeks)</p>	<p>House (commands)</p> <p>¿Cómo es una casa española y cómo se forma/usa el imperativo?</p>	<p>Communication Cultures Connection Comparisons</p> <p>House vocabulary Imperative (affirmative/negative) Spanish house research Adverbs</p>	<p>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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Forming commands in Spanish uses the subjunctive form of verbs.</p> <p>Affirmative and negative forms of the imperative have different sentence structures in Spanish.</p> <p>Typical houses in Spain have certain aspects that aren't present on North American houses due to the weather and resources available.</p> <p>Forming adverbs in Spanish is similar to forming adverbs in English and their use is also similar.</p>	<p>¿Cómo se conjuga un verbo en el imperativo positivo?</p> <p>¿Cómo se conjuga un verbo en el imperativo negativo?</p> <p>¿Cómo son las casas españolas?</p> <p>¿Cómo se usan/forman los adverbios?</p>	<p>Advertisement</p> <p>House blueprint</p> <p>Verbal exam</p> <p>Unit test</p>	<p>Graphic organizer for EQs</p> <p>Más práctica workbook</p> <p>Stations on Spanish houses/webquests</p> <p>Blank blueprint</p> <p>Advertisement rubric</p>
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<p>April-May (4 weeks)</p>	<p>Health (more imperative)</p> <p>¿Qué problemas de salud tiene la gente y cómo se puede mejorar?</p>	<p>Communication Cultures Connection Comparisons</p> <p>Body parts The verb “doler” Imperative (review) “Hace que” with time</p>	<p>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. 3.1 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. 4.2 Students demonstrate understanding of the concept of culture through the comparisons of the culture studied and their own.</p>	<p>Identifying body parts is essential when practicing fluency and becoming a native-like speaker.</p> <p>“Doler” is a verb like “gustar” and cannot be conjugated like regular verbs as it cannot be physically completed by the subject. It requires an indirect object pronoun.</p> <p>To talk about the time since an event has passed the phrase “hace que” must be used with either the present indicative or indefinite preterite.</p>	<p>¿Cómo se llaman las partes del cuerpo? ¿Cómo se usa el verbo “doler”? ¿Cómo se conjuga un verbo en el imperativo? ¿Cómo se usa “hace que” en español?</p>	<p>Vocab/grammar quizzes Dialogue Hospital scene Unit test</p>	<p>Graphic organizer for EQs En español 2 Más práctica workbook Info gap activities Health problems article (obesity/laziness)</p>
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<p>May-end of school year (2-3 weeks)</p>	<p>Lectura <i>Lazarillo de Tormes</i> Authentic reading of book published in Spanish</p>	<p>Communication Connections Comparisons</p>	<p>1.2 Students understand and interpret written and spoken language on a variety of topics. 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.</p>	<p>Reading authentic materials published in the target language practices and enforces reading techniques. Using authentic materials to identify different grammar sets and vocabulary to extend and refine learning and knowledge.</p>	<p>How can pre-reading and post-reading activities be used to extend/refine vocabulary and grammar structures? What is the difference between recall questions and comprehension questions?</p>	<p>Reading guide Vocab quiz Book test</p>	<p><i>Lazarillo de Tormes</i> Reading guide</p>
<p>Each month throughout the year</p>	<p>Monthly vocabulary with accompanying assignments</p>	<p>Communication Cultures Connections Comparisons Communities Professions Descriptions Common verbs Family Clothing Places Making plans Sports Weather</p>	<p>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. 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>Students will review key vocabulary from Spanish 2 in order to retain it better and apply it to every day conversation. Key vocabulary is essential for completing the AP program sequence and AP exam.</p>		<p>Monthly vocabulary activities Monthly vocabulary quizzes</p>	<p>Monthly vocabulary lists</p>

			<p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1 Student use the language both within and beyond the school setting</p>				
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* Some teachers may need to think about the assessments and resources used in order to determine the Big Ideas, Enduring Understandings, and Essential Questions embedded in their courses. At this point in your curriculum mapping, you might want to ignore the “Common Assessments” and “Common Resources Used” columns. However, you may use them if you wish.