Union County Educational Services Commission High School Course Syllabus

Title: Spanish III

Timeline: Full Year; 5 Credits

Course Description:

During the third year of study, students begin to feel comfortable communicating in the language. As more complex language patterns are introduced, students become increasingly able to describe, narrate, and state opinions on familiar situations and cultural themes. To maintain whatever level of proficiency students have acquired over the course of their lingual education, students must develop habits that offer them opportunities to use the language in different settings (ie. writing to a pen pal, visiting a Latino market, traveling aboard, watch/listen to Spanish programming...etc.). Students will be aware that members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. Lastly, students will discover strategies needed to communicate in linguistically and culturally appropriate ways.

Course Outline:

- I. Personal Identity
- II. La vida escolar
- III. La Familia y las celebraciones
- IV. La Familia y la comida
- V. La comida y el restaurante
- VI. La salud y las actividades

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - World Languages

Grading Procedures:

Do Now 10%
Participation 20%
Class Assignments 50%
Assessments 20%

Adoption Date:

Union County Educational Services Commission Curriculum Mapping Format: Spanish III

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Length of	6 Weeks					
Unit						
Topic	Personal Identity	La Vida Escolar	La Familia y las	La Familia y la comida	La comida y el	La salud y las actividades
			celebraciones		restaurante	
Standards	7.1.IL.A.4 Use the target	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.IL.A.4 Use the	7.1.NH.A.1 - Recognize
	language to describe	target language to	target language to	target language to	target language	familiar words and
	people, places, objects,	describe people,	describe people,	describe people, places,	to describe	phrases, understand the
	and	places, objects, and	places, objects, and	objects, and	people, places,	main idea, and infer the
	daily activities learned	daily activities	daily activities	daily activities learned	objects, and	meaning of some highly
	about through oral or	learned about	learned about	about through oral or	daily activities	contextualized,
	written descriptions.	through oral or	through oral or	written descriptions.	learned about	unfamiliar spoken or
	7.1.IL.B.4 Ask and	written descriptions.	written description.	7.1.IL.B.4 Ask and	through oral or	written words in
	respond to factual and	7.1.IL.B.4 Ask and	7.1.IL.B.4 Ask and	respond to factual and	written	culturally authentic
	interpretive questions of	respond to factual	respond to factual	interpretive questions	descriptions.	materials using
	a personal nature or on	and interpretive	and interpretive	of a personal nature or	7.1.IL.B.4 Ask and	electronic information
	school-related topics.	questions of a	questions of a	on school-related	respond to	and other sources
	7.1.IL.C.4 Compare and	personal nature or	personal nature or	topics.	factual and	related to targeted
	contrast age- and level-	on school-related	on school-related	7.1.IL.C.4 Compare and	interpretive	themes.
	appropriate culturally	topics.	topics.	contrast age- and level-	questions of a	7.1.NH.B.3 - Imitate
	authentic materials	7.1.IL.C.4 Compare	7.1.IL.C.4 Compare	appropriate culturally	personal nature	appropriate gestures,
	orally and in writing.	and contrast age-	and contrast age-	authentic materials	or on school-	intonation, and common
	7.1.IM.B.5 Engage in	and level-	and level-	orally and in writing.	related topics.	idiomatic expressions of
	short conversations	appropriate	appropriate		7.1.IL.C.4	the target
	about personal	culturally authentic	culturally authentic		Compare and	culture(s)/language
	experiences or events,	materials orally and	materials orally and		contrast age- and	during daily interactions.
	topics studied in other	in writing.	in writing.		level-appropriate	7.1.NH.C.3 - Describe in
	content areas, and some	7.1.NH.C.4 Tell or			culturally	writing people and
	unfamiliar topics and	retell stories from			authentic	things from the home
	situations.	age- and level-			materials orally	and school
		appropriate,			and in writing.	environment.
		culturally authentic				
		materials orally or in				
		writing.				

Essential Questions	What is identify? What is culture?	What are you like? What is identity?	What is the definition of family? What are some of customs and traditions of Spanish speaking countries?	What is the definition of family? How does my family help define my identity?	How does food help define my identity?	In what areas do teenagers have control? What factors influence teen choices in a given culture?
Content	Vocabulary "Quien soy yo" verb TO BE descriptions colors Physical Characteristics Adjectives Numbers Days of the week Date Body parts	School subjects Classroom objects and furniture School supplies Activities associated with school Ordinal numbers Question words Numbers for telling time Days of the week Months of the year Expressions associated with telling time (i.e. morning, afternoon, evening) The structures necessary to:	Unit vocabulary." La familia" Las fiestas Subject Pronouns Verbs TO BE Spanish Countries Possessive adjectives. Celebrations Examines change and continuity by exploring the ways in which family structures changed over time in Europe, China, and the Islamic world. Explores systems of social and gender structure by focusing on how family groupings reflected the wider gender ideologies of their home societies, and how gender ideologies did not always reflect actual family relationships. Discusses cultural	Express possession State basic family information. Distinguish state of being, feelings Family members Verb ser/estar (to be) Vocabulary for likes and dislikes (gustar) Conjugation regular verbs Food basic vocabulary	Food vocabulary Distinguish food groups based on MyPlate (USDA) Identify cultural similarities and differences about food Verb ser/estar (to be) Verb gustar Conjugation regular verbs	Food and eating habits Body parts Hygiene Healthy lifestyle choices Structures for comparing as appropriate Reflexives Tener Tener ganas de Tener que

Skills	Pocogniza basis sound	related to school activities in the present time frame Cultural products related to school	and intellectual developments by looking at the ways in which families were influenced by the cultural traditions and beliefs of the wider society. Use expressions of	Everess likes dielikes	State basic food	Identify free time
JKIIIS	Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning Ask questions and provide responses Describe themselves in Spanish Express the date in Spanish Use expressions of greeting and farewell(oral/written) Respond to simple commands	provide responses Describe how they and others feel Express verbally what they and their friends do Describe themselves and others in Spanish Describe how they and others feel Ask questions and provide responses Recognize basic sound distinctions and intonation patterns and their effects on communicating meaning	likes and dislikes (oral/written) Identify differences and similarities State basic family information Recognize and use common gestures and cultural practices associated with family celebrations Use expressions for descriptions (oral/written) Utilize question words Describe Family members Identify main ideas and some details when reading and listening Comprehend simple, culturally authentic announcements, messages, and	Express likes, dislikes, emotions, agreement and disagreement Express possession State basic family information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities Recognize and use common gestures and cultural practices associated with family celebrations Recognize food and its relationship with culture Discusses cultural and intellectual developments by looking at the ways in	information Identify main ideas and some details when reading and listening Use expressions of likes and dislikes (oral/written) Identify differences and similarities of food groups Identify how to make healthy food choices Order food and beverages in a restaurant	activities Compare their opportunities with those of other students Describe personal habits related to teenage life Make recommendations about positive choices

			advertisements.	which families were		
			Identify commonly	influenced by the		
			held viewpoints of	cultural traditions and		
			the cultures,	beliefs of the wider		
			such as those	society.		
			relating to	Society.		
			celebrations and			
			traditions.			
Suggested	Interpersonnel Mode	Interpersonal Mode	Interpersonal Mode	Interpersonal Mode	Internercenal	Interpersonal Mode
Activities	•	·	•	•	Interpersonal Mode	· .
Activities	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to	1. Work in pairs to		1. Work in pairs to
	develop and/or	develop and/or	develop and/or	develop and/or	1. Work in pairs	develop and/or
	practice	practice	practice	practice	to develop	practice
	conversations	conversations	conversations	conversations	and/or	conversations
	appropriate for a	appropriate for a	appropriate for	appropriate for a	practice	appropriate for a
	given situation or	given situation or	a given	given situation or	conversations	given situation or
	theme.	theme.	situation or	theme.	appropriate	theme.
	2. Perform a skit or	2. Perform a skit or	theme.	2. Perform a skit or	for a given	2. Perform a skit or
	short play for a	short play for a	2. Perform a skit	short play for a	situation or	short play for a
	class, the school or	class.	or short play	class.	theme.	class.
	the community.	3. Develop	for a class.	3. Develop	2. Perform a skit	3. Develop
	3. Develop	conversations or	3. Develop	conversations or	or short play	conversations or
	conversations or	create stories	conversations	create stories based	for a class.	create stories based
	create stories based	based on	or create	on provided visual	3. Develop	on provided visual
	on provided visual	provided visual	stories based	cues.	conversations	cues.
	cues.	cues.	on provided	4. Discuss activities:	or create	4. Discuss activities:
	4. Use flash cards or	4. Use flash cards	visual cues.	with a partner, talk	stories based	with a partner, talk
	board activities to	or board	4. Discuss holiday	about activities that	on provided	about activities that
	demonstrate	activities to	activities: with	your family, or	visual cues.	your family, or
	comprehension,	demonstrate	a partner, talk	another family, likes	4. Discuss	another family, likes
	such as Q&A with	comprehension,	about activities	to do and what is a	activities:	to do and what is a
	flash cards,	such as Q&A	that your	traditional meal.	with a	traditional meal.
	Hangman,	with flash cards,	family, or		partner, talk	
	whiteboard drills,	whiteboard drills,	another family,	Interpretive Mode	about	Interpretive Mode
	etc.	etc.	likes to do in a	Complete a cloze	activities that	Complete a cloze
			5. party. ¿Qué le	activity to indicate	your family,	activity to indicate
	Interpretive Mode	Interpretive Mode	gusta hacer a tu	reading	or another	reading
	1. Participate in	1. Participate in	amigo? ¿Qué le	comprehension.	family, likes	comprehension.
	multiple choice,	multiple choice,	gusta hacer a tu	2. "info gap". Students	to do and	2. "Actividades en mi
	F	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	<u> </u>	J. 3. P		100

- short-answer, true/false, and fillin-the-blank activities to indicate listening and/or reading comprehension.
- Complete a cloze activity to indicate listening and/or reading comprehension.
- 3. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the "missing information" to indicate listening and/or reading comprehension.
- Take dictation.

Presentational Mode

- Maintain student portfolios with various writing activities.
- 2. Create a poster with captions that illustrates something learned, such as a family tree.

- short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.
- Complete a cloze activity to indicate reading comprehension.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
- 4. Take dictation.

Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster with captions that illustrates something learned, such as a family tree.
- 3. Produce a brochure or schedule, using technology when appropriate.

maestra?

Interpretive Mode

- Complete a cloze activity to indicate reading comprehension
- "La abuela".
 Students read and answer using complete sentences.

 Help students
- 3. Help students locate cognate words on the reading, using underlining and a highlighter.
- 4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
- 5. Take dictation.

Presentational Mode

 Maintain student portfolios with various writing activities.
 Create a poster using complete sentences.
Help students

read and answer

- Help students locate cognate words on the reading, using underlining and a highlighter.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
- 5. Take dictation.

Presentational Mode

- Maintain student portfolios with various writing activities.
- Create a poster
 with captions that
 illustrates
 something learned,
 such as a food
 plate.
- Produce a brochure or schedule, using technology when appropriate.

what is a traditional meal.

Interpretive Mode

- Complete a cloze activity to indicate reading comprehensi on.
- 2. "La Receta".
 Students read
 and answer
 using
 complete
 sentences.
- 3. Help students locate cognate words on the reading, using underlining and a highlighter.
- 4. Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.

- tiempo libre".
 Students read and
 answer using
 complete sentences.
- Help students locate cognate words on the reading, using underlining and a highlighter.
- Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard.
 Take dictation.

Presentational Mode

- Maintain student portfolios with various writing activities.
- 2. Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle.
- 3. Produce a brochure or schedule, using technology when appropriate.

3. Produce a brochure	with captions	5. Take
or schedule, using	that illustrates	dictation.
technology when	something	
appropriate.	learned, such	Presentational
	as a family tree.	Mode
	3. Produce a	1. Maintain
	brochure or	student
	schedule, using	portfolios
	technology	with various
	when	writing
	appropriate.	activities.
		2. Create a
		poster with
		captions that
		illustrates
		something
		learned, such
		as "receta
		favorita".
		3. Produce a
		brochure or
		schedule,
		using
		technology
		when
		appropriate.