

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

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: <ul style="list-style-type: none"> Express time Ask memorized questions related to school activities in the present time frame Answer simple questions 	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 (<i>gustar</i>) 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 <i>gustar</i> 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

		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.			
Skills	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	Ask questions and 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	Use expressions of 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	State basic food 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	Identify free time activities Compare their opportunities with those of other students Describe personal habits related to teenage life Make recommendations about positive choices

			advertisements. Identify commonly held viewpoints of the cultures, such as those relating to celebrations and traditions.	which families were influenced by the cultural traditions and beliefs of the wider society.		
Suggested Activities	<p>Interpersonnel Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class, the school or the community. 3. Develop conversations or create stories based on provided visual cues. 4. Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, whiteboard drills, etc. <p>Interpretive Mode</p> <ol style="list-style-type: none"> 1. Participate in multiple choice, 	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. Develop conversations or create stories based on provided visual cues. 4. Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, whiteboard drills, etc. <p>Interpretive Mode</p> <ol style="list-style-type: none"> 1. Participate in multiple choice, 	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. Develop conversations or create stories based on provided visual cues. 4. Discuss holiday activities: with a partner, talk about activities that your family, or another family, likes to do in a party. ¿Qué le gusta hacer a tu amigo? ¿Qué le gusta hacer a tu 5. 	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. Develop conversations or create stories based on provided visual cues. 4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal. <p>Interpretive Mode</p> <ol style="list-style-type: none"> 1. Complete a cloze activity to indicate reading comprehension. 2. “info gap”. Students 	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. Develop conversations or create stories based on provided visual cues. 4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and 	<p>Interpersonal Mode</p> <ol style="list-style-type: none"> 1. Work in pairs to develop and/or practice conversations appropriate for a given situation or theme. 2. Perform a skit or short play for a class. 3. Develop conversations or create stories based on provided visual cues. 4. Discuss activities: with a partner, talk about activities that your family, or another family, likes to do and what is a traditional meal. <p>Interpretive Mode</p> <ol style="list-style-type: none"> 1. Complete a cloze activity to indicate reading comprehension. 2. “Actividades en mi

	<p>short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</p> <ol style="list-style-type: none"> Complete a cloze activity to indicate listening and/or reading comprehension. 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. <p>Presentation Mode</p> <ol style="list-style-type: none"> Maintain student portfolios with various writing activities. Create a poster with captions that illustrates something learned, such as a family tree. 	<p>short-answer, true/false, and fill-in-the-blank activities to indicate listening and/or reading comprehension.</p> <ol style="list-style-type: none"> 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. Take dictation. <p>Presentation Mode</p> <ol style="list-style-type: none"> Maintain student portfolios with various writing activities. Create a poster with captions that illustrates something learned, such as a family tree. Produce a brochure or schedule, using technology when appropriate. 	<p>maestra?</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> Complete a cloze activity to indicate reading comprehension “La abuela”. 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. <p>Presentation Mode</p> <ol style="list-style-type: none"> Maintain student portfolios with various writing activities. Create a poster 	<p>read and answer using complete sentences.</p> <ol style="list-style-type: none"> 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. <p>Presentation Mode</p> <ol style="list-style-type: none"> 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. 	<p>what is a traditional meal.</p> <p>Interpretive Mode</p> <ol style="list-style-type: none"> Complete a cloze activity to indicate reading comprehension. “La Receta”. 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. <p>Presentation Mode</p> <ol style="list-style-type: none"> Maintain student portfolios with various writing activities. Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle. Produce a brochure or schedule, using technology when appropriate. 	<p>tiempo libre”. Students read and answer using complete sentences.</p> <ol style="list-style-type: none"> 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. <p>Presentation Mode</p> <ol style="list-style-type: none"> Maintain student portfolios with various writing activities. Create a poster with captions that illustrates something learned, such as recommendations for a healthy lifestyle. Produce a brochure or schedule, using technology when appropriate.
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	3. Produce a brochure or schedule, using technology when appropriate.		<p>with captions that illustrates something learned, such as a family tree.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>		<p>5. Take dictation.</p> <p>Presentational Mode</p> <p>1. Maintain student portfolios with various writing activities.</p> <p>2. Create a poster with captions that illustrates something learned, such as “receta favorita”.</p> <p>3. Produce a brochure or schedule, using technology when appropriate.</p>	
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