

Spanish III Curriculum Maps

Unit 1: Mis amigos y yo

Unit 2: Un viaje al extranjero

Unit 3: La vida cotidiana

Unit 4: ¡Adelante con los estudios!

Unit 5: ¡Ponte en forma!

Unit 6: De vista en la ciudad

Unit 7: ¿Conoces bien tu pasado?

Unit 8: Diversiones

Grade: 10 th -12 th Subject: Spanish III	Unit 1: Mis amigos y yo
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will introduce themselves and others • Students will describe others • Students will talk about what they and others do • Students will say what they do and do not like • Students will compare US currency to those of Spanish-speaking countries • Students will identify colors • Students will count to 10,000 • Students will identify family relationships • Students will describe what makes a good friend
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun

	<p>learning a new language?</p> <ul style="list-style-type: none"> • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: nationalities • Vocabulary review: colors, numbers • Vocabulary review: Family relationships • Vocabulary review: adjectives • Grammar: Present tense verbs • Grammar: adjective agreement • Culture: Introductions and appropriate questions • Culture: The metric system • Grammar: indirect object pronouns and the verb “gustar” • Phrases to introduce yourself and others • Culture connection: currency (the euro) and nationalities
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify

	<p>familiar people, places, and objects based on simple oral and/or written descriptions</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> • Supplemental hand-outs • Holt Spanish Level 2 Textbook pages 1-33 • Holt Spanish Level 2 Cuaderno de Gramática pages 1-9 • Holt Spanish Level 2 Cuaderno de Actividades pages 1-12 • Holt Spanish Level 2 Testing Program pages 1-18
Notes	

Grade: 10th-12th
Subject: Spanish III

Unit 2: Un viaje al extranjero

Big Idea/Rationale

- Students will have opportunities for practice in speaking, reading, and writing in the target language.
- Students will describe how they are feeling
- Students will make suggestions to others
- Students will respond to suggestions from others
- Students will say when something has already been done
- Students will ask for help
- Students will offer help to others
- Students will discuss dates and time frames using appropriate calendar expressions and phrases
- Students will describe places around town
- Students will describe the weather
- Students will compare family living situations in the US to those of other countries
- Students will identify the cultural products, practices, and perspectives of the “Feria de abril” in Spain

Enduring Understandings

- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- Actively thinking about what I already know helps me better understand.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.
- To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
- I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.
- If I ask the right questions and give thoughtful responses, I can keep someone talking to me.
- I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.

<p>Essential Questions</p>	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language? • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: feelings/moods • Expressions to convey how one is feeling • Making and responding to suggestions • Preterite tense • Phrases for offering and asking for help • Stem-changing present tense verbs • Adverbs of time • Calendar expressions • Vocabulary: Places around town • Descriptions of locations • Various uses of “estar” • Vocabulary: clothing • Weather expressions • Culture: extended family living situations • Culture: comparison of Celsius and Fahrenheit • Culture: Feria de abril
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to

	<p>targeted themes.</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). ● FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions ● FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ● FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. ● FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. ● FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life ● FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation ● FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. ● FL.3-12.7.1.NH.B.A.2.3 - Express needs. ● FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment ● FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> ● Supplemental hand-outs ● Holt Spanish Level 2 Textbook pages 34-61 ● Holt Spanish Level 2 Cuaderno de Gramática pages 10-17 ● Holt Spanish Level 2 Cuaderno de Actividades pages 13-24 ● Holt Spanish Level 2 Testing Program pages 27-44

Grade: 10 th -12 th Subject: Spanish 3	Unit 3: La vida cotidiana
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will describe their daily routine. • Students will describe how things are done using pertinent adverbs. • Students will discuss their responsibilities. • Students will identify household chores. • Students will complain utilizing appropriate sayings and phrases. • Students will give explanations. • Students will talk about pastimes and hobbies. • Students will say for how long something has been occurring. • Students will formulate question using proper grammar and vocabulary. • Students will discuss professions. • Students will compare gender roles in the US to those in Spain. • Students will express agreement with others. • Students will compare popular pastimes of teens in the US to those of teens in Spain.
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.

<p>Essential Questions</p>	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language? • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Vocabulary: personal grooming verbs • Daily routine activities • Reflexive verbs and pronouns • “e” to “i” stem-changing verbs • Vocabulary: adverbs • Phrases for complaining • Direct object pronouns • Vocabulary: household chores • Adverbs related to time and place • Pastimes and hobbies • Phrases for saying how long something has been occurring (Hace + quantity of time + present tense) • Question formulation • Professions • Culture: gender roles in Spanish-speaking countries • Culture: division of household chores • Culture: popular pastimes among US vs. Spanish teens
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to

	<p>targeted themes.</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). ● FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions ● FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ● FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. ● FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. ● FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life ● FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation ● FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. ● FL.3-12.7.1.NH.B.A.2.3 - Express needs. ● FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment ● FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ● Supplemental hand-outs ● Holt Spanish Level 2 Textbook pages 66-93 ● Holt Spanish Level 2 Cuaderno de Gramática pages 18-26 ● Holt Spanish Level 2 Cuaderno de Actividades pages 25-36 ● Holt Spanish Level 2 Testing Program pages 53-78

Grade: 10 th -12 th Subject: Spanish III	Unit 4: ¡Adelante con los studios!
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will ask others for opinions. • Students will provide others with opinions. • Students will practice the conditional tense of speaking. • Students will give advice to others. • Students will ask others for advice on problems. • Students will utilize appropriate school and computer terms. • Students will identify school subjects. • Students will justify their actions through phrases such as “in order to” • Students will talk about knowing things and places. • Students will talk about knowing people. • Students will differentiate between “ser” and “estar”. • Students will describe other people. • Students will identify the nationality of others. • Students will utilize direct object pronouns in speaking and writing. • Students will discuss activities done around town. • Students will compare grade levels in the US to those in Mexico. • Students will investigate tuition costs at universities abroad. • Students will define “Americano”
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution

	<p>(Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”</p> <ul style="list-style-type: none"> • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language? • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don’t know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Phrases for asking for and opinions • Phrases for giving advice • Grammar: conditional tense • Vocabulary: classroom activities • School and computer terms • Review: school subjects • Grammar: “para + infinitive” = in order to... • Discussing things and people you know • Comparisons • Ser vs. Estar • The verb conocer • Descriptions of people • Nationalities • Making future plans • Direct object pronouns • Activities around town • Review: simple future tense • Culture: School grade levels in Mexico • Culture: Cost of tuition at Latin American universities • Culture: Popular activities to do after school • Culture: What is an American?
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating

	<p>at the sentence level and can use words, lists, and simple sentences independently to:</p> <ul style="list-style-type: none"> ● FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. ● FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. ● FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. ● FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. ● FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ● FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). ● FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions ● FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ● FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. ● FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. ● FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life ● FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation ● FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. ● FL.3-12.7.1.NH.B.A.2.3 - Express needs. ● FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment ● FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> ● Supplemental hand-outs

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| | <ul style="list-style-type: none">• Holt Spanish Level 2 Textbook pages 94-123• Holt Spanish Level 2 Cuaderno de Gramática pages 27-35• Holt Spanish Level 2 Cuaderno de Actividades pages 37-48• Holt Spanish Level 2 Testing Program pages 79-104 |
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Grade: 10 th -12 th Subject: Spanish III	Unit 5: ¡Ponte en forma!
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will discuss staying fit and leading a healthy lifestyle. • Students will tell someone what to do and not to do. • Students will give explanations. • Students will identify sports. • Students will tell about things that have happened in the past. • Students will express feelings • Students will identify health phrases. • Students will motivate others using pertinent expressions. • Students will investigate snack-foods in Spanish-speaking countries.
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language?

	<ul style="list-style-type: none"> • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Phrases about staying healthy • Vocabulary: sports and exercise • Preterite tense • Informal commands • Irregular informal commands • Reflexive verbs to express feelings • Fitness activities • Review: body parts • Vocabulary: injuries • Phrases to explain injuries • Culture: snack-foods in Spanish-speaking countries • Motivating expressions
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written

	<p>descriptions</p> <ul style="list-style-type: none"> • FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> • Supplemental hand-outs • Holt Spanish Level 2 Textbook pages 128-157 • Holt Spanish Level 2 Cuaderno de Gramática pages 36-44 • Holt Spanish Level 2 Cuaderno de Actividades pages 49-60 • Holt Spanish Level 2 Testing Program pages 105-130

Grade: 10 th -12 th Subject: Spanish III	Unit 6: De vista en la ciudad
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will ask for information • Students will give information • Students will relate a series of events • Students will practice ordering in restaurants • Students will describe actions which have already happened.
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language? • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly?

	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
Content (Subject Matter)	<ul style="list-style-type: none"> • Phrases for asking for and giving information • Review of preterite tense • Present tense of the verb "saber" • Differences between "saber" and "conocer" • Relating a series of events • Phrases to order in a restaurant • Preterite of the verbs "pedir", "servir", and "traer" • Vocabulary: in the city • Places in the city • Vocabulary for in the train station • Vocabulary for in a restaurant • Direct object pronouns • The verb "poder" • Talking about past events • Food vocabulary • Indirect object pronouns • Culture: Birthdays in Spanish-speaking countries
Standards	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify

	<p>familiar people, places, and objects based on simple oral and/or written descriptions</p> <ul style="list-style-type: none"> ● FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ● FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. ● FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. ● FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life ● FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation ● FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. ● FL.3-12.7.1.NH.B.A.2.3 - Express needs. ● FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. ● FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment ● FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> ● Supplemental hand-outs ● Holt Spanish Level 2 Textbook pages 158-185 ● Holt Spanish Level 2 Cuaderno de Gramática pages 45-53 ● Holt Spanish Level 2 Cuaderno de Actividades pages 61-72 ● Holt Spanish Level 2 Testing Program pages 131-156

Grade: 10 th -12 th Subject: Spanish III	Unit 7: ¿Conoces bien tu pasado?
Big Idea/Rationale	<ul style="list-style-type: none"> • Students will have opportunities for practice in speaking, reading, and writing in the target language. • Students will talk about what they used to do • Students will say what they used to like and dislike • Students will describe what other people and things used to be like • Students will make comparisons between people • Students will tell stories about the past • Students will utilize pertinent phrases related to the past.
Enduring Understandings	<ul style="list-style-type: none"> • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result. • Actively thinking about what I already know helps me better understand. • When listening, watching the speaker closely or examining other visual clues help me to understand more. • When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. • To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately. • I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read. • If I ask the right questions and give thoughtful responses, I can keep someone talking to me. • I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.” • The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
Essential Questions	<ul style="list-style-type: none"> • What are the most effective strategies for learning new vocabulary and cultural practices? • How can I better understand what I hear and read when I have just begun learning a new language? • How do I start, carry on, and end a conversation more effectively? • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing?

	<ul style="list-style-type: none"> • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Phrases for talking about what you used to do • The imperfect tense • The imperfect tense of “ir” and “ver” • Vocabulary: Childhood activities • Review: The preterite tense • Phrases for describing what people and things were like • Spelling change of “o” to “u” and “y” to “e” to avoid vowel repetition • Comparisons • Vocabulary: adjectives • Vocabulary: conveniences • Review: complaining • Expressions about the distant past • Public services in Latin American cities
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions

	<ul style="list-style-type: none"> • FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. • FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> • Supplemental hand-outs • Holt Spanish Level 2 Textbook pages 190-219 • Holt Spanish Level 2 Cuaderno de Gramática pages 54-63 • Holt Spanish Level 2 Cuaderno de Actividades pages 73-84 • Holt Spanish Level 2 Testing Program pages 171-196

Grade: 10th-12th
Subject: Spanish III

Unit 8: Diversiones

Big Idea/Rationale

- Students will have opportunities for practice in speaking, reading, and writing in the target language.
- Students will describe a past event.
- Students will say why they could not do something.
- Students will report what someone said.
- Students will describe interruptions to activities in the past.
- Students will identify things associated with the zoo, the amusement park, and the movie theater.
- Students will identify errands.
- Students will identify things that can be seen as a festival.

Enduring Understandings

- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- Actively thinking about what I already know helps me better understand.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- When reading, looking at pictures, charts, titles and other visual cues will help me to better understand.
- To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
- I can use my background knowledge, context clues, and my awareness of cognates, loanwords and word families to get the gist of what I hear and read.
- If I ask the right questions and give thoughtful responses, I can keep someone talking to me.
- I can talk around words that I do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond my current ability.) For example, “The place where I buy stamps” for “post office.”
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.

Essential Questions

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I start, carry on, and end a conversation more effectively?

	<ul style="list-style-type: none"> • What can I do to keep the conversation going? • How do I make myself clearly understood when speaking and writing? • What choices can a language-learner make to communicate clearly? • What comprehension strategies do I use when I don't know all the words that I hear and read? • How do I make my message understandable and interesting to my audience? • How does language create connections within a culture?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Describing a past event • Adjectives with ísimo/a • Verbs with prepositions • Using mientras in the past tense • Preterite of “decir” • Vocabulary related to the zoo, amusement park, and movie theater • Errands • Vocabulary related to a festival
<p>Standards</p>	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A - [Content Statement] - The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to: <ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.A.1 - Identify the main idea and some supporting details when reading. • FL.3-12.7.1.NH.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.3-12.7.1.NH.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.PK-12.7.1.NH.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. • FL.PK-12.7.1.NH.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. • FL.PK-12.7.1.NH.A.3 - [Cumulative Progress Indicator] - Recognize a few common gestures and cultural practices associated with the target culture(s). • FL.PK-12.7.1.NH.A.4 - [Cumulative Progress Indicator] - Identify familiar people, places, and objects based on simple oral and/or written descriptions • FL.PK-12.7.1.NH.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

	<ul style="list-style-type: none"> • FL.3-12.7.1.NH.A.6 - [Cumulative Progress Indicator] - Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. • FL.3-12.7.1.NH.B.A.1 - Ask and answer questions related to everyday life. • FL.3-12.7.1.NH.B.A.2 - Handle simple transactions related to everyday life • FL.3-12.7.1.NH.B.A.2.1 - Initiate, maintain, and end a conversation • FL.3-12.7.1.NH.B.A.2.2 - Ask for and give permission. • FL.3-12.7.1.NH.B.A.2.3 - Express needs. • FL.3-12.7.1.NH.C.2 - [Cumulative Progress Indicator] - Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. • FL.3-12.7.1.NH.C.3 - [Cumulative Progress Indicator] - Describe in writing people and things from the home and school environment • FL.3-12.7.1.NH.C.5 - [Cumulative Progress Indicator] - Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.
Materials/Resources	<ul style="list-style-type: none"> • Supplemental hand-outs • Holt Spanish Level 2 Textbook pages 220-247 • Holt Spanish Level 2 Cuaderno de Gramática pages 64-71 • Holt Spanish Level 2 Cuaderno de Actividades pages 85-96 • Holt Spanish Level 2 Testing Program pages 197-222