

## Spanish III Class Description

Spanish III is an elective class. It is also a hands on class where students take all the knowledge from their previous years of Spanish and put them into practical use. The class is mainly made up of class discussion over a variety of student selected topics, projects, presentations, movies, and skits. Students are required to participate in class discussions each day. Topics are picked with student input and then overseen by the instructor. Besides class discussion, students learn the more advanced grammar and many lessons and discussions are focused around these grammatical themes. Assessments are based on one on one conversations with the instructor, presentation, written assessments, student created videos, and participation in class discussion. The overall all objective of the class is to get students past the fear of speaking in Spanish and give students the techniques and tools to communicate their ideas on many different topics even without all the necessary vocabulary.

### **Course Goals:**

- Students will be able to carry on an in depth conversation or write about everyday happenings and events that happened in the past or will happen in Spanish with few grammatical errors.
- Students will be able to converse in Spanish with Spanish speak people with little apprehension.
- Students will gain a better understanding of the Hispanic culture in the United States and how it relates to them and how it has shaped the United States.

### **Course Overview in Class:**

- Lesson
- Group work.
- Lots of Conversation
- Games
- Individual work
- Vocabulary and grammar quizzes
- Listening and translating
- Interviews in Spanish

### **Course Overview Out of Class:**

- 4-6 projects per semester.
- Oral Presentations
- Study and use Spanish when possible for practice

## **WORLD LANGUAGES CONTENT STRANDS AND STANDARDS**

## **STRAND 1: COMMUNICATION**

*Communicate in World Languages*

**Standard 1.1** Interpersonal Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.

**Standard 1.2** Interpretive Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3** Presentational Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

## **STRAND 2: CULTURE**

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1** Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2** Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## **STRAND 3: CONNECTIONS**

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1** Knowledge Students reinforce and further their knowledge of other disciplines through the world language.

**Standard 3.2** Point of View Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.

## **STRAND 4: COMPARISONS**

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1** Comparing Languages Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2** Comparing Cultures Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## **STRAND 5: COMMUNITIES**

*Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1** Use of Language Students use the language both within and beyond the school setting.

**Standard 5.2** Personal Enrichment Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

**Course Title:** Spanish III

**Length of Unit** 14 days

**Unit Title** Who I Am

**Grade Level:** 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives:</p>	<ol style="list-style-type: none"><li>1. I can talk about myself and my family.</li><li>2. I can describe what I am like and what I used to be like.</li><li>3. I can use a picture of my family to talk about my family and myself.</li><li>4. I can correctly use the imperfect tense to describe my childhood.</li><li>5. I can choose different objects that represent me and talk about how the object represents me.</li><li>6. I can describe and object in such a way that a classmate can guess the object.</li></ol>	Adj. lists	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class presentations.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Self-presentation</p>	<p>Vocabulary lists</p> <p>Family pictures</p> <p>Identity boxes</p> <p>On-line listening drills</p> <p>Present/past/imperfect tense worksheets</p>

<p>Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<ol style="list-style-type: none"> <li>7. I can introduce a person and describe the person to the class.</li> <li>8. I can ask appropriate questions to get to know another person.</li> <li>9. I can write a Bio about another person.</li> <li>10. I can read and summarize a Biography of a person in Spanish.</li> <li>11. I can introduce the person I read about to another person and give them the main details.</li> </ol>		<p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p>	
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Course Title: Spanish III

Length of Unit 14 days

Unit Title Who They Are.

Grade Level: 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world</p>	<ol style="list-style-type: none"> <li>1. I can introduce a person and describe the person to the class.</li> <li>2. I can ask appropriate questions to get to know another person.</li> <li>3. I can write a Bio about another person.</li> <li>4. I can read and summarize a Biography of a person in Spanish.</li> <li>5. I can introduce the person I read about to another person and give them the main details.</li> <li>6. I can properly use the preterit tense and imperfect tense to talk about the past.</li> <li>7. I can write a children's book using the past and imperfect tense.</li> </ol>	<p>Adj. lists</p> <p>Preterit charts</p> <p>Imperfect charts.</p> <p>Rules of usage</p>	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class presentations.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Introduction of classmates</p> <p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p> <p>Children's book</p> <p>Biography summarize</p>	<p>Vocabulary lists</p> <p>Biographies of famous Hispanics</p> <p>On-line listening drills</p> <p>preterit tense vs. Imperfect handouts</p> <p>preterit tense vs. Imperfect worksheets</p> <p>Children's books</p> <p>Examples of former students' children's books.</p> <p>Bare books</p> <p>Short stories in Spanish</p>

<p>language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish III

Length of Unit 14 days

Unit Title The Future & Commands.

Grade Level: 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students</p>	<ol style="list-style-type: none"> <li>1. I can discuss my future plans</li> <li>2. I can describe how my future life will be.</li> <li>3. I can use the future tense to present what others are planning to do in the future,</li> <li>4. I can use the future tense describe the near future and late future.</li> <li>5. I can give both formal and informal commands.</li> <li>6. I can use commands to give instructions.</li> <li>7. I can name the major shapes.</li> <li>8. I will be able to use commands to give driving directions in Spanish.</li> <li>9. I will be able to create and direct a commercial that contains commands and the future tense.</li> </ol>	<p>Future charts</p> <p>Command charts.</p> <p>Rules of usage</p> <p>Shapes/direction word list</p>	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class presentations.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p> <p>Grammar quizzes</p> <p>Simon Says</p> <p>Commercials</p>	<p>Vocabulary lists</p> <p>On-line listening drills</p> <p>Future tense /and Command handouts</p> <p>Future and command worksheets</p> <p>Spanish commercials from YouTube</p> <p>Examples of former students' commercials</p> <p>Maps</p> <p>Shape direction game</p>

<p>acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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Course Title: Spanish III  
Length of Unit 14 days

Unit Title Animals/Body  
Grade Level: 10-12



Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p>	<ol style="list-style-type: none"> <li>1. I can name body parts</li> <li>2. I can describe what happened in an accident and the injuries.</li> <li>3. I can give advice on how to take care of an injured person</li> <li>4. I can discuss injuries and accidents that I have sustained.</li> <li>5. I can create a skit or video pertaining to an accident, hospital, or doctors office.</li> <li>6. I can name different animals.</li> <li>7. I can describe animals in such away that someone can guess the animal I am describing.</li> <li>8. I can create a new animal describe it in detail.</li> </ol>	<p>Body parts list</p> <p>Animal lists</p> <p>Animal body parts list</p>	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class presentations.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Presentations of animals</p> <p>Skit or video</p> <p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p>	<p>Vocabulary lists</p> <p>Animal pics</p> <p>Video camera</p> <p>Chromebooks</p>

<p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>				
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**Course Title:** Spanish III  
**Length of Unit** 14 days

**Unit Title** Foods  
**Grade Level:** 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their</p>	<ol style="list-style-type: none"> <li>1. I can discuss the foods I like and why</li> <li>2. I can order from a menu</li> <li>3. I can take and order</li> <li>4. I can complain about and order that was not correct.</li> <li>5. I can name the utensils I need for eating</li> <li>6. I can name ingredients I am allergic to.</li> <li>7. I can discuss foods that are unique to different Spanish speaking countries.</li> <li>8. I can discuss foods I do not like and why</li> <li>9. I can order at Spanish speaking restaurant</li> </ol>	<p>Food list</p> <p>Utensil list</p> <p>Words for ordering</p>	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class presentations.</p> <p>Observation of paired drills</p> <p>Individual conversation</p> <p>Presentations of animals</p> <p>Skit</p> <p>Order from El Cerritos</p> <p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p>	<p>Vocabulary lists</p> <p>EL Cerritos</p> <p>Menus in Spanish</p> <p>Chromebooks</p>
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own.  Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.				
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Course Title: Spanish III

Unit Title Debate

Length of Unit 14 days

Grade Level: 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I	Key Vocabulary	Suggested Assessment	Possible Resources
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	can” Statements			
<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available</p>	<ol style="list-style-type: none"> <li>1. I can argue agree or disagree with statements made</li> <li>2. I can form arguments to prove support my argument</li> <li>3. I can give evidence to support my ideas</li> <li>4. I can read argumentative articles and understand them.</li> <li>5. I can argue why men are better than women or visa versa.</li> <li>6. I can argue why cats are better than dogs or visa versa.</li> <li>7. I can pick a side on a number of topics and give reasons why</li> <li>8. I can research and debate a topic of my choosing pertaining to issues facing hispanics in the USA.</li> </ol>	<p>Connecting words</p> <p>Argumentative words.</p>	<p>Speaking drills</p> <p>Written response to both verbal and written questions.</p> <p>Class debate</p> <p>Observation of paired drills</p> <p>Individual dividual debate presentation and paper.</p> <p>Classroom discussion</p> <p>Group discussion</p> <p>On the spot presentation</p>	<p>Vocabulary lists</p> <p>Argumentative articles.</p> <p>Chromebooks</p>

<p>through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>culture through comparisons of the cultures studied and their own.</p>				
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**Course Title:** Spanish III

**Length of Unit** 14 days

**Unit Title** Debate

**Grade Level:** 10-12

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
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<p>Communication 1.1: Interpersonal Communication: Students engage in conversations provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Communication 1.2: Interpretive Communications: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Communications 1.3: Presentation Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Cultures 2.1: Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Cultures 2.2: Products and Perspectives: Students demonstrate and understanding of the relationship between the products and perspectives of the culture studied.</p> <p>Connections 3.1: Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.</p> <p>Connections 3.2: Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.</p> <p>Comparisons 4.1: Comparing languages: Students demonstrate understanding of the nature of language through comparisons of the language</p>	<ol style="list-style-type: none"> <li>1. I can give information in Spanish about various topics with limited grammar mistakes and with a good accent.</li> <li>2. I can use all the Spanish I have learned to create edit and produce a news broadcast in Spanish.</li> <li>3. I can research and give information about current topics in Spanish.</li> </ol>	<p>Words for Broadcasting</p>	<p>Written Script from each individual</p> <p>Final Newscast video</p>	<p>Vocabulary lists</p> <p>Youtube broadcasts in Spanish</p> <p>Video recorder</p> <p>Computer labs</p> <p>Chromebooks</p>
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studied and their own.

Comparisons 4.2: Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.