

Masconomet Regional High School Curriculum Guide

Course Title: **Spanish III CP**

Course Number: **4321**

Department: **Foreign Language**

Grade Level and Phase: **10 College Prep**

Length of Course: **Year**

See also [Spanish III CP Curriculum Map](#)

**COURSE DESCRIPTION:**

In Spanish III CP, students further develop their communicative skills as the foreign language becomes the language of instruction and classroom discussion. They complete their study of the basic elements of grammar and structure and continue to develop a rich, practical vocabulary. Students are expected to use the foreign language in class discussions. Cultural exploration continues through readings, videos, technology and authentic realia.

**Objectives:**

**SPANISH III CP STUDENTS WILL BE ABLE TO:**

- A. Ask and respond to questions to clarify information (1.9)
- B. Exchange opinions about people, activities, or events (1.10)
- C. Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures while understanding the main ideas (2.7, 2,8)
- D. Write simple paragraphs, notes, electronic communications, short essays and give presentations on selected topics (3.8, 3.9, 3.10)
- E. Communicate with classmates and the teacher only in Spanish, except where a concept must be clarified in English.
- F. Identify historical and cultural figures from Hispanic and Spanish cultures as well as distinctive aspects of Spanish an Hispanic cultures. (4.10, 4.11)
- G. Understand the complex relationship between Spanish and English (5.5, 5.6, 5.7, 5.9)
- H. Use technology and other opportunities to explore the language beyond the classroom setting (8.2)
- I. Understand and use the following indicative tenses: present, present progressive, future, present perfect, preterit and imperfect.
- J. Understand the present subjunctive tense.

THESE OBJECTIVES SUPPORT THE FOLLOWING LEARNING EXPECTATIONS FROM THE MASCONOMET HIGH SCHOOL MISSION STATEMENT: A1, A3, A4, S1, C2

## MATERIALS AND ACTIVITIES:

- A. *Exprésate 2*. Holt. This is the primary text. (Chapters 6-10) Ancillary material included:
  - Grammar and Vocabulary Workbook
  - Transparencies
  - Video set (cultural videos, telenovela)
  - Audio set (listening comprehension)
  - Reader (authentic and adapted poems, stories and articles)
  - Grammar tutor
- B. Teacher presentations are used to present vocabulary, grammar, and cultural information.
- C. Interactive whiteboard (mimio) activities.
- D. Activities that reinforce writing, listening and reading (from authentic and adapted sources).
- E. Daily conversation and classroom discussion in Spanish.
- F. Language lab activities such as (but not limited to):
  - Interactive activities (interpersonal communication)
  - Investigative activities (interpretive communication)
- G. Study of one film, such as *Machuca*.
- H. Research projects.
- I. Projects that use technology to enhance learning.
- J. Other projects and activities.
- K. Games that promote learning.

## SCOPE AND SEQUENCE:

THIS CURRICULUM IS A CONTINUATION OF SPANISH II CP AND THUS THE UNIT NUMBERS BEGIN WHERE SPANISH II ENDS.

### SEMESTER 1; QUARTER 1

#### UNIT 6: RECUERDOS. (CHAPTER 6)

Essential questions:

- ¿Qué te gustaba? *What did you used to like?*
- ¿Qué hacías? *What did you used to do?*
- ¿Cómo eras? *What were you like?*
- ¿Cómo eran las cosas? *What were things like?*

#### UNIT 6-1: ACTIVIDADES DE MI NIÑEZ...

Students will be able to

- talk about what they used to like and dislike.
- say what they used to do and what they wanted to be.

to do this, they will need to:

- understand and express themselves in the **imperfect** tense
  - learn the irregular verbs **ir** and **ver** in the **imperfect**.
- (learn about verbs that are reciprocal)

#### UNIT 6-2: DESCRIPCIONES DE MI NIÑEZ...

Students will be able to

- describe people and things in the past.
- talk about an emotional reaction.

to do this, they will need to:

- learn the irregular verb **ser** and the verb **haber** in the **imperfect**.
- review the **preterit** tense
  - be introduced to **ponerse**, **sentirse**, **querer**, **saber** and **estar** and their uses related to mental and emotional states in the **preterit** tense.
  - be introduced to **creer**, **leer**, **construir**, **oir** and **caer** in the preterit tense.

### ALSO IN UNIT 6:

Students will

- learn about **Segovia, Spain**.
- watch episode 6 of El Relicario.

## QUARTER 2

### UNIT 7: BUEN PROVECHO (CHAPTER 7)

Essential questions:

- ¿Cómo se pide en un restaurante? *How do you order in a restaurant?*
- ¿Cómo está la comida? *How is the food?*
- ¿Llevas una dieta balanceada? *Is your diet balanced?*
- ¿Cómo se prepara la comida? *How is food prepared?*

#### UNIT 7-1: EN EL RESTAURANTE

Students will be able to

- be able to order in a restaurant.
- talk about how food tastes.

to do this, they will need to:

- learn **double object pronouns**.
- review **commands**
- learn about **adverbs**

#### UNIT 7-2: EN LA COCINA

Students will be able to

- talk about their diet.
- talk about food preparation.

to do this, they will need to:

- continue to review, learn and practice the **imperfect**.
- review the **past participles used as adjectives**.

### ALSO IN UNIT 7:

Students will

- learn about **San Juan, Puerto Rico**, United States.
- watch episode 7 of El Relicario.

### UNIT 8: TIENDAS Y PUESTOS (CHAPTER 8)

Essential questions:

- ¿Cómo se describe la ropa? *How do you describe clothing?*
- ¿Cómo se regatea? *How do you bargain?*
- ¿Te gusta ir de compras? *Do you like to go shopping?*
- ¿Qué prefieres comprar? *What do you like to buy?*

#### UNIT 8-1: EN LA TIENDA DE ROPA

Students will be able to

- talk about trying on clothes and how they fit.
- talk about shopping for clothes.

to do this, they will need to:

- learn to use the **imperfect** to describe an event in progress
  - (use ir+a+infinitive in the imperfect)
- learn **comparisons** and **superlatives** to describe the equality and inequality actions and items.

## SEMESTER 2; QUARTER 3

### UNIT 8-2: EN UN MERCADO AL AIRE LIBRE

Students will be able to

- bargain in a market.
- state preferences.

to do this, they will need to:

- understand some of the major differences between **por** and **para**.
- learn the **demonstrative adjectives**.
- (and learn to use adjectives as a noun)

#### ALSO IN UNIT 8:

Students will

- learn about **Santiago, Chile**.
- watch episode 8 of El Relicario.

#### UNIT 9: A NUESTRO ALREDEDOR (CHAPTER 9)

Essential questions:

- ¿Cómo se describe el clima de una región? *How do you describe a region's climate?*
- ¿Cómo se cuenta un cuento? *How do tell a story?*
- ¿Qué pasará en el futuro? *What will happen in the future?*

#### UNIT 9-1: DESCRIBIENDO LA NATURALEZA

Students will be able to

- talk about a place and its climate.
- tell a story (in the past).

to do this, they will need to:

- (compare quantities)
- review and learn the **preterit** and **imperfect** to effectively tell a story in the past (beginning, middle and end)

#### QUARTER 4

#### UNIT 9-2: VACACIONES EN EL FUTURO

Students will be able to

- talk about what they and others will do.
- express desire, hope and preference.

to do this, they will need to:

- learn to use the **present subjunctive tense/mood** to express hopes and wishes.
  - learn the irregulars **ser, ir, ver, estar** and **dar**
  - be introduced to stem changing verbs
- learn the **future** tense.

#### ALSO IN UNIT 9:

Students will

- learn about **El Paso, Texas**, United States.
- watch episode 9 of El Relicario.

#### UNIT 10: DE VACACIONES (CHAPTER 10)

Essential questions:

- ¿Cómo se recomienda algo o da consejos? *How do you recommend things or give advice?*
- ¿Qué necesitan saber los turistas? *What do tourists need to know?*
- ¿Qué pasó durante las vacaciones? *What happened over vacation?*

#### UNIT 10-1: NECESIDADES PARA EL TURISMO

Students will be able to

- ask for and make recommendations.
- ask for and give information.

to do this, they will need to:

- learn the **present perfect** tense and the **irregular past participles**
- use the **present subjunctive** to give advice
- learn more about verbs that change spelling -gar, -car, -zar, -ger, -guir in the present subjunctive

#### **UNIT 10-2: LAS VACACIONES**

Students will be able to

- talk about where they went and what they did.
- talk about the latest news.

to do this, they will need to:

- review the **preterit** and **imperfect**
- review the **present progressive**
- review the **future** tense

#### **ALSO IN UNIT 10:**

Students will

- learn about **Buenos Aires**, Argentina.
- watch episode 10 of El Relicario.

#### **UNIT M-1 MACHUCA (MOVIE)**

Students will be able to

- watch a movie in Spanish.
- discuss relevant themes using the language skills they have acquired over the year.

#### **ASSESSMENT:**

Students will demonstrate knowledge and understanding through a variety of assessments:

- Daily:
  - Homework
  - Class participation
  - Class assignments and activities
  - Language lab activities
- Formal:
  - Vocabulary quizzes
  - Unit and chapter tests and quizzes which may include reading comprehension, short essays, listening comprehension and oral questions.
  - Midterm and final exams
- Learning by doing:
  - Group and collaborative projects
  - Oral presentations
  - Essays
  - Informal writing