

Course Title: Spanish Three

Department: World Languages

Grades: 9-12 Credits: 1

Course Overview/Description

In this course, our goal will be to acquire the Spanish language. When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. We will not be solely memorizing verb charts and vocabulary lists to regurgitate on a test, but actually using Spanish. Therefore, almost all of our class time will be spent using Spanish--not using English to talk about Spanish. This Spanish course is a Comprehensible Input Spanish course, and we will use methods and strategies that are based on Dr. Stephen Krashen's Input Hypothesis. In particular, we will use the TPRS (Teaching Proficiency through Reading and Storytelling) method of language instruction that was developed by Blaine Ray and based on the work of Dr. James Asher and also The Natural Approach developed by Tina Haardgarden and Ben Slavic. We will also read novels and work toward an Intermediate Low proficiency in reading, writing, speaking, and listening skills.

Essential Standards

Due to the nature of the course, the essential standards are recycled in nearly every unit of study. [Click here](#) to access all essential standards for Spanish Three.

Timeframe	Unit	Key Structures & Other Instructional Topics
Week 1-3	Unit 1: Foundations (for link to Somos curriculum unit overview, click here)	Fue, dijo, vio, vino Star of the week, Yo soy...introductory project/presentation, introduction to the preterit tense
Week 4-5	Unit 2: La muchacha y la ardilla (for link to Somos curriculum unit overview, click here)	se acercó a, vio que había, se lo llevó -or preterite regular verbs
Week 6-7	Unit 3: La madre de Jasón (for link to Somos curriculum unit overview, click here)	volvió temprano, conoció a un joven, se divertieron -er/-ir preterite regular verbs
Week 8-10	Unit 5: Ruidos en la noche (for link to Somos curriculum unit overview, click here)	cayó al suelo, leyeron en el periódico, oyó un ruido preterite i-y spell change verbs

Week 9	Día de los Muertos	Review of customs and perspectives
Week 11-12	Unit 6: El secreto (for link to Somos curriculum unit overview, click here)	Trajo, no pudo, supo la verdad Totally irregular preterite verbs
Week 15-16	Festival de videos & Navidad culture	Use authentic commercials from the Spanish-speaking world as insight to typical traditions, products, and attitudes of the holiday season
Week 17-19	Grammar and vocabulary boot camp	Intensive review of regular and irregular verb conjugation in the preterit tense Intensive review of key structures from semester one
Week 1-2	Unit 7: El acosador (for link to Somos curriculum unit overview, click here)	Era, iba, veía Introduction to the imperfect tense
Week 3-4	Unit 9: La chancla (for link to Somos curriculum unit overview, click here)	lo aguantaba, se quejaba de, no me contestes -ar imperfect regular verbs
Week 5-6	Unit 10: El chico ideal (for link to Somos curriculum unit overview, click here)	Quería, tenía, olía a -er/-ir imperfect regular verbs
Week 7-8	Locura de marzo (March Madness)	Use authentic music videos from the Spanish-speaking world as insight to typical traditions, products, and attitudes Compare and contrast culturally diverse music selections to students' own musical tastes
Week 9-10	Huellas 1.1: Bajo la Mesa	Soler, vale la pena, quisiera Discuss the impact and importance of art and museums in today's society, describe and evaluate a work of

		art
Week 11-13	Class Novel (Frida)	Reading strategies for intermediate readers Non-fiction/biographical text, continued discussion on artwork as well as identity, mental wellness, and self-expression
Week 14-15	Huellas 1.7: Comer para Vivir	alimentar, gastar, cultivar, comprar Compare and contrast diets in different parts of the world with one's own, discuss where food comes from, food scarcity
Week 16-18	Grammar and vocabulary boot camp	Intensive review of regular and irregular verb conjugation in the present, preterit, and imperfect tense Intensive review of key structures from semester two

Learning Targets

Unidad 2.1: Foundations

- I can interpret the meaning of words and phrases that I hear.
- I can understand details in a simple spoken text in Spanish.
- I can recall explicit facts from a story.
- I can retell a familiar narrative in Spanish.
- I can read closely to determine what a text says explicitly.
- I can make logical inferences from a text.
- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.1.
- I can identify and employ some preterite tense verbs in Spanish with some support.
- I can demonstrate level-appropriate command of grammar and usage when writing.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.

Unidad 2.2: La Muchacha y la Ardilla

- I can interpret the meaning of words and phrases that I hear.
- I can determine central ideas or themes in a text.
- I can make logical inferences.
- I can recall explicit facts from a story.
- I can express myself clearly in spoken communicate with diverse partners.)
- I can present information such that a listener can follow.
- I can interpret the meaning of words and phrases that I read.
- I can integrate and evaluate information presented in diverse media formats.
- I can express myself clearly in spoken communicate with diverse partners.
- I can demonstrate command of grammar and usage when speaking.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.2.
- I can identify and employ regular -ar preterite tense verbs in Spanish with some support.

Unidad 2.3: La Madre de Jason

- I can interpret the meaning of words and phrases that I hear.
- I can determine central ideas or themes in a text.
- I can cite textual evidence to support conclusions drawn from a text.
- I can express myself clearly in spoken communicate with diverse partners.
- I can present information such that a listener can follow.
- I can make logical inferences from a text.
- I can read closely to determine what a text says explicitly.
- I can demonstrate level-appropriate command of grammar and usage when writing.
- I can interpret the meaning of words and phrases that I read.
- I can integrate and evaluate information presented in diverse media formats.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.3.
- I can identify and employ regular -er and -ir preterite tense verbs in Spanish with some support.

Unidad 2.5: Ruidos en la Noche

- I can interpret the meaning of words and phrases that I hear.
- I can integrate and evaluate information presented in diverse media formats.
- I can make logical inferences from a text).
- I can express myself clearly in spoken communicate with diverse partners.
- I can present information such that a listener can follow.

- I can determine central ideas or themes in a text.
- I can interpret the meaning of words and phrases that I read.
- I can demonstrate level-appropriate command of grammar and usage when writing.
- I can demonstrate level-appropriate command of grammar and usage when speaking.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.5.
- I can identify and employ spell-changer preterite tense verbs in Spanish with some support.

Día de los Muertos/Coco

- I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.
- I can explain what Día de los Muertos celebrates and how it is different from Halloween.
- I can describe some traditional components of a Día de los Muertos celebration.

Unidad 2.6: El Secreto

- I can understand a simple paragraph in Spanish.
- I can interpret the meaning of words and phrases that I hear.
- I can match sentences to their meaning.
- I can understand details in a simple spoken text in Spanish.
- I can respond to yes/no questions by recalling details from a familiar story.
- I can make logical inferences.
- I can recall explicit facts from a story.
- I can determine central ideas or themes in a text.
- I can interpret the meaning of words and phrases that I read.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.6.
- I can identify and employ irregular preterite tense verbs in Spanish with some support.

Locura de Navidad/Fiesta de Videos

- I can find meaning in authentic commercials in Spanish by listening closely, using visual clues, and inferencing.
- I can engage in a class chat in Spanish to demonstrate strong speaking and listening habits.
- I can identify some holiday terms in Spanish while reading.
- I can interpret strings of sentences while reading in Spanish.

Grammar/Vocabulary Bootcamp

- I can conjugate regular and irregular verbs in the preterite tense in Spanish.
- I can identify and employ key structures from Spanish 3A.

Unidad 2.7: El Acosador

- I can understand a simple paragraph in Spanish.
- I can interpret the meaning of words and phrases that I hear.
- I can match sentences to their meaning.
- I can understand details in a simple spoken text in Spanish.
- I can respond to yes/no questions by recalling details from a familiar story.
- I can make logical inferences.
- I can recall explicit facts from a story.
- I can determine central ideas or themes in a text.
- I can interpret the meaning of words and phrases that I read.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.7.
- I can identify and employ irregular imperfect tense verbs in Spanish with some support.

Unidad 2.9: La Chancla

- I can understand a simple paragraph in Spanish.
- I can interpret the meaning of words and phrases that I hear.
- I can match sentences to their meaning.
- I can understand details in a simple spoken text in Spanish.
- I can respond to yes/no questions by recalling details from a familiar story.
- I can make logical inferences.
- I can recall explicit facts from a story.
- I can determine central ideas or themes in a text.
- I can interpret the meaning of words and phrases that I read.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.9.
- I can identify and employ regular -ar imperfect tense verbs in Spanish with some support.

Unidad 2.10: El Chico Ideal

- I can understand a simple paragraph in Spanish.
- I can interpret the meaning of words and phrases that I hear.
- I can match sentences to their meaning.
- I can understand details in a simple spoken text in Spanish.
- I can respond to yes/no questions by recalling details from a familiar story.
- I can make logical inferences.

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- I can recall explicit facts from a story.
- I can make logical inferences.
- I can determine central ideas or themes in a text.
- I can interpret the meaning of words and phrases that I read.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 2.10.
- I can identify and employ regular -er and -ir imperfect tense verbs in Spanish with some support.

Locura de Marzo/Festival de Música

- I can appreciate music from the Spanish-speaking world and compare its beats, rhythm, tone, themes, and videos to my own musical tastes.
- I can interpret basic sentences in Spanish as I read or listen to music/lyrics.
- I can express my opinions and describe music in Spanish using simple words or phrases.

Unidad 1.1: Bajo la Mesa

- I can identify the main idea in a song.
- I can participate in a conversation about art.
- I can interact to discuss my preferences about artwork.
- I can understand the main idea and key information about informational texts.
- I can interpret the meaning of words and phrases that I read.
- I can interpret the meaning of words and phrases that I hear.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 1.1.

Class Novel: Frida

- I can interpret simple strings of sentences as I read and listen.
- I can demonstrate strong reading and listening habits by engaging in today's novel activities.
- I can retell parts of a story in Spanish using simple sentences.
- I can explore, understand, and appreciate products, practices, and perspectives of diverse cultures and global communities.

Unidad 1.9: Comer para Vivir

- I can identify the main idea in a song.
- I can understand articles related to food scarcity and access to groceries.
- I can give recommendations for food based on someone's diet.
- I can identify, examine and compare products, practices and perspectives of the U.S. and target cultures.
- I can identify, compare and show factors that affect the availability and affordability of products and services across cultures.
- I can understand the main idea and key information about informational texts.
- I can interpret the meaning of words and phrases that I read.

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- I can interpret the meaning of words and phrases that I hear.
- I can demonstrate strong reading, writing, speaking, and listening habits by completing today's class activities.
- I can interact at a functional level in some familiar everyday contexts.
- I can identify and employ key structures from unit 1.9.

Grammar/Vocabulary Bootcamp

- I can conjugate regular and irregular verbs in the present, preterite, and imperfect tenses in Spanish.
- I can identify and employ key structures from Spanish 3B.