

Spanish III 2022

CEQ:

1. HOW DO I COMMUNICATE IN SPANISH?
2. WHAT KNOWLEDGE AND UNDERSTANDING CAN I GAIN ABOUT HISPANIC CULTURE?
3. HOW DOES SPANISH CONNECT WITH OTHER CLASSES I TAKE?
4. HOW DOES THE HISPANIC CULTURE AND LANGUAGE CONNECT TO MY OWN?
5. HOW DO I USE SPANISH IN THE COMMUNITY?

September

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>A. Commands, cooking utensils, and cooking demonstration speech.</p> <ul style="list-style-type: none"> Do I know how to use commands in the tú, usted, and ustedes forms? Can I demonstrate and narrate a step by step process in Spanish? Do I know the vocabulary for preparing food and the names of utensils in the kitchen? <p>UEQ:</p> <ul style="list-style-type: none"> Can I navigate through an airport and get the information I need? Can I discuss and plan a trip using an airport? Do I understand the difference between security and customs in the airport setting? 	<p>A. Commands, cooking utensils and cooking demonstration speech. Realidades 2 Chapter 7A.</p> <ul style="list-style-type: none"> Use command forms. Use and understand kitchen and food preparation vocabulary. Demonstrate a process. 	<p>A. Commands, cooking utensils and cooking demonstration speech. Realidades 2 Chapter 7A.</p> <p>LT 1: I can form positive and negative tú commands with regular and irregular verbs.</p> <p>LT 2: I can form positive and negative usted commands with regular and irregular verbs.</p> <p>LT 3: I can form positive and negative ustedes commands with regular and irregular verbs.</p>	<p>A. Commands, cooking utensils, and cooking demonstration speech.</p> <p>Vocab/commands quizzes from chapter R2</p> <p>CFA: 7A. Demonstration video or PowerPoint presentation with live narration of cooking and preparing a recipe. Step-by-step rubric.</p> <p>CSA: R2, Ch. 7A (modified) exam</p>	<p>A. Commands, cooking utensils and cooking demonstration Speech R2 page 266 /267 presentation info an rubric.</p> <p>R2, Chapter 7A vocab list, listening activities, and communicative activities.</p> <p>Profesor cards, 4x4 game, Pablo Neruda Poems on R2 pgs. 359,364, 365.</p> <p>http://www.quia.com - to review</p> <p>http://www.studyspanish.com - use this website to review</p>

<ul style="list-style-type: none"> Can I talk about when someone else wants me to do something? <p>B. Airport travel/ Subjunctive Tense, R2, 8A:</p> <p>Airport Vocab Subjunctive tense</p>	<p>B. Airport travel/ Subjunctive tense.</p> <p>Learn and practice the subjunctive tense.</p> <p>Learn vocabulary of an airport.</p> <p>Write and perform mini-situations in an airport. (In shared folder)</p>	<p>LT 4: I can give commands with cooking vocabulary to prepare a recipe. LT 5: I can identify cooking and kitchen vocabulary used in making food and tell what they are use for. LT 6: I can explain and demonstrate a simple process step by step. LT 7: I can use the impersonal “se” correctly in context. LT 8: I can identify who Pablo Neruda is, where he is from and his poetry.</p> <p>B. Airport travel/ Subjunctive tense.</p> <p>LT 1: I can identify areas of an airport and items used during travel and a trip. LT 2:I can communicate and navigate through airport situations. LT 3: I can use the present subjunctive verb form in various situations and sentences. I know the meaning and structure of the names of verb tenses. I can understand and conjugate verbs in present, preterit, present progressive, immediate future, imperfect tenses and subjunctive.</p>	<p>Introduce Pablo Neruda through Food Poems from book and by translating (359, 364,365)</p> <p>B. Airport travel/ Subjunctive tense.</p> <p>CSA: Test R2 C8A. CFA: Subjunctive quiz</p>	<p>www.quizlet.com use for vocab and verb practice, computer work</p> <p>B. Airport travel/ Subjunctive tense.</p> <p>R2, Ch8A resources: airport listening activities, video, workbook</p> <p>R3, C8 guided practices</p> <p>WEIRDO document, manipulatives</p> <p>Mini-skits/mini-situations (in shared folder)</p>
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
C. MOVIES & THE PRESENT PERFECT(Sept-Oct) Can I critique a movie in Spanish? Can I talk about things that have happened? Can I describe a movie plot in Spanish? Can I compare and contrast using demonstrative adjectives? C. Vocabulary dealing with Movies and Movie Review** C2. The Present Perfect C3. Indirect Object Pronoun Placement Review C4. Demonstrative Adj. Review	C. MOVIES AND THE PRESENT PERFECT C1-2. Describe movie plots and guess the movie out loud and through writing C1-3. Write a critique of a movie C1, C4. Express opinions on aspects of movies (actors, actresses, plot, special effects, etc.) using demonstrative adjectives	C. MOVIES AND THE PRESENT PERFECT I know how to form regular and irregular past participles. I can use the present perfect tense in a sentence (haber + past participle). I am able to critique movies and TV programs. I know and can use movie and TV vocabulary.	C. MOVIES AND THE PRESENT PERFECT CSA = Test on movie vocabulary and present perfect tense modified from chapter 6B CFA=movie reivew CFA=Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.	C. MOVIES AND THE PRESENT PERFECT Realidades 2 Chapter 6B resources: Guided practice activities, vocabulary lists, activity book, communicative activities, clip art, flashcards, reading, and listening activities

November

Content	Skills	Learning Targets	Assessment	Resources & Technology
D. WHEN DO I USE POR AND WHEN DO I USE PARA? D1. uses of Por D2. uses of Para D3. Por vs. Para	D. Por v. Para D1. Identify and memorize when to use POR. D2. Identify and memorize when to use PARA D1. Choose correct use of por to express: by means of,	D. Por v. Para I know when to use POR and PARA. I can identify the uses of POR and PARA I can recognize situations and know to use por for the words	D. Por v. Para D1-3. Quiz on por vs para CA= Quiz por vs. para -choosing correctly por or para, and identifying the category for why por or para was used. (From list of categories in skills section)	D. Por v. Para E1-3. see shared file for assignments and partner activities on this topic. Realidades 3 Pg. 171 Por Para. Verbs book and worksheets. Textbook Realidades 2.

	<p>movement by/ through/ along, in exchange for, duration of time, percent, thanks for, creator or cause of</p> <p>D2. Choose correct use of para to express: for a deadline, recipient, point of view or comparison, in order to, for an event, for a destination.</p> <p>D3. Differentiate between POR vs. PARA.</p>	<p>'for, by, through, per,' when the topic includes: by means of, movements by through along, in exchange for, for a duration of time, percent, thank you for, by a creator or caused by.</p> <p>I can recognize situations and know to use para for the words 'for, by', when the topic includes: a deadline, recipient, point of view or comparison, in order to, for an event or destination.</p>		Textbook Spanish For Mastery.
<p>E. HOW DO I DESCRIBE MY CHILDHOOD?</p> <p>Describing self, family, and past activities done as a child.</p>	<p>E. DESCRIBING CHILDHOOD : SELF, FAMILY AND ACTIVITIES IN THE PAST.</p> <p>Talk about what students were like as a child, give physical descriptions/ personality traits of what self and family were like.</p> <p>Describe activities or sports students practiced / toys played with as a child/ clothes they used to wear/ programs they used to watch/ foods they used to eat/ books someone read to them/ what they listened to/ something they used to love as a child.</p>	<p>E. Describing Childhood: self, family, activities in the past.</p> <p>I know what the imperfect tense means and can use it to: Describe myself as a child including my physical appearance, personality, foods I used to eat, places I used to go, games and toys I used to play with, clothing I used to wear, things I used to like and love, programs/movies I watched, my age when various things occurred, etc.</p>	<p>E. DESCRIBING CHILDHOOD</p> <p>CA = Poster or PowerPoint or "My Life in a Bag" presentation and memorized oral presentation on description of self and family in the past and their activities.</p> <p>Listening assessments on descriptions of people in the past and their activities.</p> <p>CA= Quiz on the imperfect tense - saying how old someone was, what they used to eat, watch, play, read, wear, love, where they used to go, what they looked like, personality traits, where</p>	<p>E. DESCRIBING CHILDHOOD</p> <p>Realidades 3 Pages on the imperfect 42 and 59.</p> <p>A. SmartBoards for PowerPoints.</p> <p>Rubric for "My Life in a Bag".</p> <p>Computer carts and labs for presentations.</p> <p>Listening activities from Realidades 4A.</p> <p>Textbook Realidades 4A.</p> <p>Video clips from Realidades describing what people used to be like.</p>

	<p>Describe places students used to go.</p> <p>Give ages that students were when they did certain activities.</p> <p>Tell where something used to be located.</p> <p>Tell what someone's health or mood was.</p>		<p>something used to be located.</p> <p>CA= 4A test imperfect tense and childhood vocab -shared folder.</p>	
<p>F. AGENTES SECRETOS</p> <p>F1. Read a novel</p>	<p>F. AGENTES SECRETOS</p> <p>F1. Ability to read and understand a Spanish novel.</p> <p>F2. Learn about the history and culture of Spain, Pablo Picasso, Guernica.</p>	<p>F. AGENTES SECRETOS</p> <p>I can identify the painting Guernica, its artist and its historical context.</p> <p>I can read a novel in Spanish.</p>	<p>F. AGENTES SECRETOS</p> <p>CSA: Test questions included on a chapter test.</p> <p>CFA: discussion of topics related to book.</p>	<p>F. AGENTES SECRETOS</p> <p>Agentes Secretos Book--classroom set</p> <p>Agentes Secretos Teacher's manual</p> <p>Agentes Secretos Smartboard and digital worksheets.</p>
<p>H. CULTURE</p> <p>-Dia de los muertos y las mariposas</p>	<p>H. DIA DE LOS MUERTOS Y LAS MARIPOSAS</p> <p>Understand the meaning and importance of the monarch butterflies as they relate to the Dia de los muertos celebration in Mexico.</p>	<p>H. DIA DE LOS MUERTOS Y LAS MARIPOSAS</p> <p>I know the life cycle of the Monarch butterfly and its meaning as it relates to el dia de los muertos.</p>	<p>H. DIA DE LOS MUERTOS Y LAS MARIPOSAS</p> <p>CSA: worksheet with reading and videos</p>	<p>H. DIA DE LOS MUERTOS Y LAS MARIPOSAS</p> <p>Mariposa reading</p> <p>Videos explaining butterflies, their life cycle, where they go, when they go and their significance to the day of the dead.</p>

December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>A. Presentations for the MN Zoo Spanish Language Day.</p> <p><i>HOW DO I DESCRIBE AN ANIMAL AND ITS HABITAT? HOW DO I CREATE AN INTERACTIVE PRESENTATION FOR OTHER LANGUAGE LEARNERS?</i></p> <p>A. MN ZOO SPANISH LANGUAGE DAY</p> <p>Introduction to the nature vocabulary words</p> <p>Contextualized language skills necessary to present information on an assigned animal in written and spoken form</p> <p>A. HOW DO I DISCUSS THINGS THAT PEOPLE HAVE DONE?</p> <p>A. Use of the present perfect tense - helping verb 'have/has' and past participles, regular and irregular.</p>	<p>A. MN ZOO SPANISH LANGUAGE DAY</p> <p>Introduction to nature vocabulary words, incorporation into activities and themes they talk about.</p> <p>Use the Spanish language to create and give presentations on zoo animals for other schools and for our Spanish II students at the MN zoo.</p> <p>A. REVIEW DESCRIBING WHAT PEOPLE HAVE DONE.</p> <p>Describe things students have done using present perfect.</p> <p>Describe seafood students have tried.</p> <p>Use regular past participles correctly.</p> <p>Use irregular past participle forms correctly.</p>	<p>A. MN ZOO SPANISH LANGUAGE DAY</p> <p>I know basic nature vocabulary words.</p> <p>I can write about a zoo animal in Spanish.</p> <p>I can present in Spanish about a zoo animal.</p> <p>A. REVIEW DESCRIBING WHAT PEOPLE HAVE DONE.</p> <p>I can talk about seafood that I have tried or have not tried.</p> <p>I can remember and speak about things I have done and other people have done.</p> <p>I can remember and speak about the irregular participles such as have seen, have said, have done/made, put, broken.</p>	<p>A. MN ZOO SPANISH LANGUAGE DAY.</p> <p>Quiz vocab of basic nature, written and listening.</p> <p>CA =Presentation to include basic characteristics/ appearance, habitat, reproduction, diet, life expectancy, predators, etc. Presentation also to include interactive game or review at the end for audience participation CA = Zoo presentation group rubric CA = Zoo presentation peer rubric CA = Evaluations of individuals by instructor. CA = Quiz Describing an animal in Spanish: Animal's name in Spanish, what it eats, where it lives, its physical description, what its climate and habitat are like, predators or other dangers it faces.</p>	<p>A. MN ZOO SPANISH LANGUAGE DAY.</p> <p>Handouts, white boards for drawing and practicing vocab.</p> <p>Laptop computer carts for research and visuals.</p> <p>MN Zoo resources and websites provided online.</p> <p>Student created visuals and game.</p> <p>A. REVIEW DESCRIBING WHAT PEOPLE HAVE DONE.</p> <p>Big Green Spanish Verbs book. Text Realidades 3 pages 214 and 243. Select pages of text Spanish for Mastery. Seafood vocabulary - shared folder.</p>

<p>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias) Review and use verbs in 13 forms.</p> <p>B. Realidades 2 4B Celebrations and traditions.</p> <p>What are some of the celebrations and traditions of the Hispanic world? How is my own culture similar and different in our celebrations and traditions from that of the target culture?</p>	<p>Use the helping verb 'have/has' correctly.</p> <p>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias)</p> <p>Read in Spanish</p> <p>Write out translated meanings in English</p> <p>Use key words and phrases and incorporate into everyday conversations.</p> <p>Use verbs in 13 forms</p> <p>B. Realidades 2 4B Celebrations and traditions.</p> <p>Explain cultural practices and celebrations in Spanish-speaking countries along with traditions in greeting and leave-taking. Contrast and compare practices with one's own culture</p>	<p>written, fried, etc.</p> <p>A1. READ AND TRANSLATE A CHILDREN'S BOOK THAT USES THE PRESENT PERFECT. (Las Zanahorias)</p> <p>I can understand and translate a simple children's story to English, using vocabulary provided and my dictionary.</p> <p>I can use key Spanish phrases from the book Las Zanahorias.</p> <p>I can write one verb in 13 forms about the same person/subject.</p> <p>B. Realidades 2 4B Celebrations and traditions. Learning Targets</p> <p>I can explain what the Día de Tres Reyes is and how it is celebrated.</p> <p>I can explain what a Roscón de Reyes is and what the figure inside it represents, and how it is used in a celebration.</p>	<p>A. REVIEW DESCRIBING WHAT PEOPLE HAVE DONE.</p> <p>A. CA = Written quiz identifying sea foods and the foods students have tried.</p> <p>A. CA = Speaking quiz answering questions on movies students have seen, foods students have tried, tests students have had, places students and families have gone, activities students have done.</p> <p>A1. CA= Quiz on the children's book Las Zanahorias - specific common phrases and vocab from the book.</p> <p>Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.A2. Verb quiz on regular verbs in the present, present progressive, preterite, and present perfect tenses.</p> <p>B. Realidades 2 4B Celebrations and traditions.</p> <p>CA = 4B exam in shared folder.</p>	<p>B. Realidades 2 4B Celebrations and traditions.</p> <p>Realidades 2 4B text, audio and video resources. Internet investigations -cultural practices.</p>
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<p>C. What and who is DON QUIJOTE and what country is it from?</p> <p>Who is Miguel Cervantes and how is he important?</p> <p>Can I read and understand a story in Spanish?</p> <p>C. DON QUIJOTE excerpt from the famous novel.</p> <p>C1. Author</p> <p>C2. Story background and windmills adventure.</p> <p>C3. Spanish vocabulary from story.</p> <p>D. Understanding roots of words from Greek and Latin</p>	<p>C. DON QUIJOTE.</p> <p>C1. Learn author and country</p> <p>C2. Read and translate Spanish excerpt from the novel.</p> <p>Understand story further by watching Wishbone episode.</p> <p>C3. Learn vocabulary and phrases presented in the excerpt.</p> <p>D. Understand roots of words from Greek and Latin</p> <p>Define Spanish words based on Greek root-word definitions.</p>	<p>I can use reciprocal action verbs such as hug, kiss, greet, meet together, etc. and conjugate similar to reflexive verbs.</p> <p>I can make comparisons and contrasts with my own culture and the one studied.</p> <p>I can demonstrate using verbs in the imperfect for actions already in place, and verbs in the preterit for simple main actions occurring once.</p> <p>I can identify vocabulary relating to customs, manners and special events.</p> <p>C. DON QUIJOTE.</p> <p>I can identify the name of the author of Don Quijote.</p> <p>I can talk about some of the main events in the author's life.</p> <p>I can identify who Don Quijote is in literature and what country it was written in.</p> <p>I can explain the story line of Don Quijote and the episode with the wind mills.</p> <p>I can translate to English various words and phrases from the excerpt we read.</p> <p>I can explain the literary term 'Quixotic' as it applies to</p>	<p>C. DON QUIJOTE.</p> <p>CA= written quiz identifying meanings of words and phrases from reading, identifying author and country of origin, life events of the author.</p> <p>D. Understand roots of words from Greek and Latin.</p> <p>Quiz - define Spanish words based on their Greek origin. (Shared folder)</p>	<p>C. DON QUIJOTE</p> <p>Excerpt of novel from Teacher's Discovery. DVD Wishbone</p> <p>D. Understand roots of words from Greek and Latin</p> <p>English from the Roots Up - handout of Latin and Greek</p>
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used in Spanish and English. Recognizing their relationship to weather and nature vocabulary in Spanish.	Brainstorm Spanish words similar to Latin. (handout and worksheet) Draw parallels to the nature and weather vocab being studied in Spanish.	describing a person's nature or personality. D. Understand roots of words from Greek and Latin. I can identify the English meaning of key Greek root words. I can see a Spanish word and define it in English using its original Greek meaning. (ie. biología : study of / life)		words related to Spanish and English.
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
Some of this part continues from last month. B. HOW DO I NARRATE A STORY OR EVENT / DESCRIBE AN ACCIDENT OR INCIDENT THAT HAS OCCURRED? B1. a. Describing background information. b. Describing main action that occurred.	B. NARRATE A STORY OR PAST EVENT / DESCRIBE AN ACCIDENT OR INCIDENT. B1. a. Giving background information for a story: there was...naming items that were existing weather season day / time of day physical description / age of people involved what someone was wearing where people were located what action was already taking place	B. NARRATE A STORY OR PAST EVENT/ DESCRIBE AN ACCIDENT OR INCIDENT. B1 a. I can use the imperfect to say: items there were that were already existing when event began what the weather was like what season it was what time of day it was what someone looked like and what age they were what someone was wearing where people or items were located	B. NARRATE A STORY / DESCRIBE AN ACCIDENT OR INCIDENT. B1. Four- Panel story board poster. CA = Four pictures drawn and narrated of some <u>very basic</u> story line: <i>i.e. There was a girl walking in Summer. It was sunny. She was eating ice cream, she slipped and her ice cream fell. i.e. It was Spring. There were two cars driving, it was raining and there was</i>	B. NARRATE A STORY/ DESCRIBE AN ACCIDENT. B1 and 2. You tube clip of the weather phenomenon El Derecho Realidades level 3 all preterit and imperfect pages and pg 58 select vocab. Realidades level 2 pp 252-270 activities Student generated drawings of story events for practice describing. B2. Student-drawn Memory game cards (also can use for spoons.)

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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p>A. NARRATE A STORY</p> <p>How do I tell / narrate about an event that occurred in the past?</p>	<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p>A. NARRATE A STORY</p> <p>Include details of background information and main action that occurred in an event or story in the past.</p> <p>Hear and re-tell very brief stories.</p> <p>Use the verbs había, estaba ando/ iendo, era(n), and use the preterit accident verbs fell, tripped, slipped, crashed, broke.</p>	<p>This skill is actually started at the beginning of the Trimester through TPRS</p> <p>A. NARRATE A STORY</p> <p>I can use the imperfect tense to:</p> <p>Tell what the weather was like Tell what time of day it was Tell what someone looked like, their approximate age, and what they were wearing. Tell what someone was already doing when a main event occurred. Tell what items were there, that already existed, when a main event occurred.</p> <p>I can use the preterit to:</p> <p>Tell an accident that occurred using the verbs fell, tripped, slipped, crashed, broke.</p>	<p>A. NARRATE A STORY</p> <p>Students re-tell brief stories they hear, take notes on, and practice re-telling in class. The quiz is to write out all or parts of the story they've practiced re-telling. (shared folder)</p> <p>Students generate a cartoon 4-panel poster narrating an accident/ incident that occurred in the past using accident phrases practiced in class. Shared folder 4-panel story.</p>	<p>A. NARRATE A STORY</p> <p>Realidades TPRS book, shared folder stories.</p> <p>Señor Wooly videos and resources.</p> <p>Realidades 3: select vocab pg. 58. Imperfect verb tense pg. 42. Preterit tense pg. 3, 5, 7, 17,30,31, 33, 341. Preterit and Imperfect verb tenses pg. 59.</p>
A1. ¿ERES Tú MARIA?	A1. ¿ERES Tú MARIA?	A1. ¿ERES Tú MARIA?	A1. ¿ERES Tú MARIA?	A1. ¿ERES Tú MARIA?

Can I understand a full length Spanish movie and follow the plot?	Watch the movie Eres Tú Maria, read and understand the script along with / while watching the movie. Explain the main plot and its mystery and resolution.	I can understand the movie and explain the plot, its mystery, and its resolution.	After watching the movie and reading the scripts for each episode students will take a quiz on the plot and characters of the movie. CA= quiz (shared folder)	Realidades movie, script, and resources for the movie.
Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.	Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.		Part B. will be introduced if time in the Trimester remains. Mastery will be continued in level 4.	
B. HOW DO I DISCUSS THE FUTURE?	B. DISCUSS THE FUTURE	B. DISCUSS THE FUTURE	B. DISCUSS THE FUTURE	B. DISCUSS THE FUTURE
HOW DO I DESCRIBE WHAT SOMEONE WILL BE LIKE IN THE FUTURE?	B. Describe what someone will be like in the future.	I can talk about what I think the future will be like (or won't be) using verbs such as: will be (descriptions/professions) will be (locations/ health) will have will work will live will make/do will eat/ watch/ read / wear etc.	B. Test Regular and irregular future tense verb forms and common ending set. B. Skit or dialogue - Describing what someone will be like in the future.	Big Green Spanish Verbs Book. Text - Realidades Level 3.
The Future The common ending set applied to whole infinitives. The irregulars. Review of descriptions of people.	Learn the ending set for all verbs. Demonstrate knowledge of using the whole infinitive. Memorize the irregulars. Apply - describe what someone will look like, have, be, do, etc. in the future.			

June

Content	Skills	Learning Targets	Assessment	Resources & Technology
A. FINAL EXAMS	A. FINAL EXAMS		A. FINAL EXAMS	A. FINAL EXAMS
Reviewing and practicing.	Recall and use concepts learned this trimester.		CA= Written, speaking, listening, and reading.	Worksheets and Realidades text.