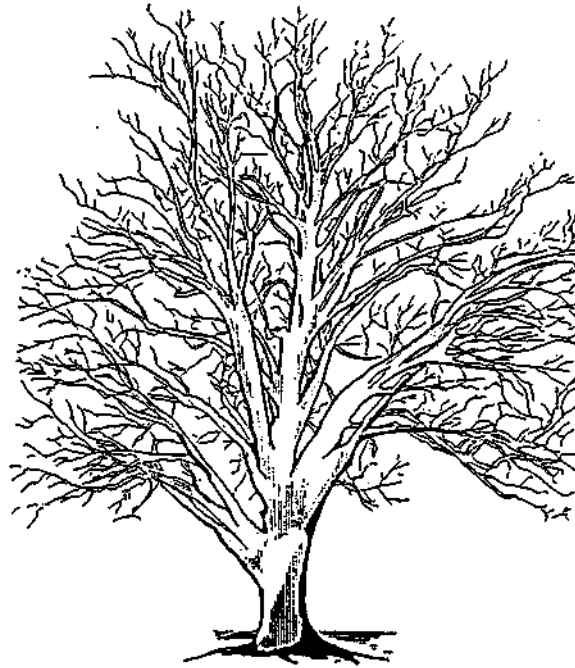


Monroe Township Schools



Curriculum Management System

Spanish III Honors

Grade 10-11

July 2007

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

Board Approved: September 2009

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Acknowledgments

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

Goals

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Spanish III Honors is an accelerated, intermediate-level course designed for students who have successfully completed Spanish II Honors. This advanced course strengthens listening, reading comprehension, effective writing and presentational skills through a linguistic, communicative, and cultural approach to language learning. A higher degree of accuracy and consistency is obtained through grammatical study, which occurs contextually throughout the year. Grammar is reviewed and practiced at a fast pace with an emphasis on incorporating more complex and advanced structures into students' speech & writing. There is also a systematic focus on vocabulary expansion throughout the year. In every unit, an emphasis will be placed on developing writing skills and conversational fluency with fewer errors and more precision. Experiences with Spanish literature are broadened, and other selected readings will also deepen the students' appreciation of both language and culture. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. This honors course grooms students for the advanced study of Spanish including AP Spanish Language. Spanish III Honors is a prerequisite for Spanish IV Honors.

Educational Goals

1. To explore the everyday uses for the Spanish language as well as the literary uses.
2. To engage students in meaningful activities and higher level thinking skills using the Spanish language.
3. To read and appreciate literary works and discuss how these works enhance an understanding of the genre and the cultures they represent.
4. To identify and appreciate classical and contemporary works of Spanish and Latin American art and discuss how these works reflect the historical and cultural period in which they were created.

5. To demonstrate competency in the use of oral and written Spanish and expand vocabulary skills to topics such as entertainment and recreation, contemporary and classic art, Latin music, advanced science and technology, the environment and endangered species, Spanish and Latin-American history, cultural fusion, politics and other current controversial topics.
6. To engage students in real-life situations in which they can utilize the Spanish Language.
7. To connect grammar with communication and provide tasks that include concrete practice, paired activities, realia-based activities, and open-ended speaking and writing opportunities.
8. Connect Spanish with other core content subject areas.
9. To initiate life-long interest in the Spanish language and culture.
10. To begin preparing for the Spanish Language AP exam.

New Jersey State Department of Education Core Curriculum Content Standards

A note about World Language Standards and Cumulative Progress Indicators.

The New Jersey Core Curriculum Content Standards for World Languages were revised in 2004. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for World Languages may also be found at:

http://www.nj.gov/njded/cccs/s7_WL.htm

Spanish III Honors

Scope and Sequence

Quarter I	
Big Idea: Tu vida I. Tu vida diaria (Realidades—Para empezar) <ol style="list-style-type: none"> Vocabulary—school and non-school daily activities Present tense of regular, irregular, spelling change and stem-changing verbs Reflexive verbs 	Big Idea: Tu vida II. Días especiales (Realidades—Para empezar) <ol style="list-style-type: none"> Vocabulary—weekend activities, special events and celebrations <i>Gustar</i> and other verbs like <i>gustar</i> Possessive adjectives and pronouns
Big Idea: Tu vida III. Días inolvidables (Realidades chpt. 1) <ol style="list-style-type: none"> Vocabulary—memorable outdoor experiences and competitions Preterite tense of regular, irregular, spelling change, and stem-changing verbs Imperfect tense of regular and irregular verbs Preterite vs. imperfect in context Verbs with different meanings in the preterite 	Big Idea: Tu vida IV. Literatura <ol style="list-style-type: none"> <i>Lazarillo de Tormes</i> <i>Marianela</i>
Quarter II	
Big Idea: El mundo del arte V. ¿Cómo te expresas? <ol style="list-style-type: none"> Vocabulary—artistic expressions, how to describe them and how to appreciate them (Realidades chpt. 2) Noun adjective agreement Comparisons of similarity and difference and the superlative <i>Estar</i> + past participle, <i>ser</i> + past participle <i>Ser</i> vs. <i>estar</i> in context Impersonal <i>se</i> Use and placement of direct, indirect and reflexive pronouns Present perfect and past perfect tenses 	Big Idea: El mundo del arte VI. El arte mexicano <ol style="list-style-type: none"> Frida Kahlo José Guadalupe Posada El muralismo mexicano—los tres grandes <ol style="list-style-type: none"> Diego Rivera José Clemente Orozco David Alfaro Siqueiros
Big Idea: El mundo del arte VII. La pintura española del siglo XX <ol style="list-style-type: none"> Pablo Picasso y el cubismo Salvador Dalí y el surrealismo Otros artistas surrealistas <ol style="list-style-type: none"> Joan Miró Remedios Varo 	Big Idea: El mundo del arte VIII. La pintura española de los siglos XVII--XIX <ol style="list-style-type: none"> El Siglo de Oro <ol style="list-style-type: none"> El Greco Diego Velázquez Francisco de Goya

Quarter III	
Big Idea: ¿Qué nos traerá el futuro? IX. Avances científicos y tecnológicos <ul style="list-style-type: none"> a. Vocabulary—the impact of science and technology on our lives (Realidades chpt. 6) b. The future tense c. The future of probability d. The future perfect e. The conditional tense 	Big Idea: ¿Qué nos traerá el futuro? X. Cuidemos nuestro planeta <ul style="list-style-type: none"> a. Vocabulary—environmental issues and endangered species (Realidades chpt. 9) b. Relative pronouns c. Positive and negative expressions d. The uses of por and para
Big Idea: ¿Qué nos traerá el futuro? XI. La música del mundo hispanohablante (pasado, presente y futuro) <ul style="list-style-type: none"> a. Vocabulary—music and dance (Realidades chpt. 2 + vocabulary related to individual readings and song lyrics) b. El mariachi c. El flamenco d. El tango e. El merengue f. La salsa g. El reggaetón h. La música pop y rock en español 	
Quarter IV	
Big Idea: ¿Mito o realidad? XII. Mitos, leyendas y eventos misteriosos del pasado <ul style="list-style-type: none"> a. Vocabulary—archeological discoveries, mysteries past and present (Realidades chpt. 7) b. Aztec and other pre-Colombian myths and legends c. Present subjunctive of regular, irregular, spelling change and stem changing verbs d. Uses of the subjunctive in noun clauses, adjective clauses and adverb clauses e. Present perfect subjunctive 	Big Idea: ¿Mito o realidad? XIII. Mitos, leyendas y eventos históricos del pasado <ul style="list-style-type: none"> a. Vocabulary—fusion of cultures, Spanish and Latin American history (Realidades 8) b. Imperfect subjunctive c. Imperfect subjunctive with the conditional in hypothetical situations d. Present subjunctive vs. imperfect subjunctive
Big Idea: ¿Mito o realidad? XIV. Literatura <ul style="list-style-type: none"> a. Don Quijote (excerpts and related vocabulary) b. Como agua para chocolate (excerpts and related vocabulary) 	

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 1: The students will be able to talk about school and non-school daily activities and to describe their day before and after school.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept.	<p>1.1. Talk and write about daily routines, pastimes and household chores at the intermediate level.</p> <p>1.2. Read and listen with comprehension to information about daily routines, pastimes and household chores.</p>	<ul style="list-style-type: none"> • What is your morning routine before coming to school? • What are your favorite pastimes after school and on weekends? • What are your favorite and least favorite household chores? 	<p>NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</p> <p>Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</p> <p>Materials and learning activities: Realidades 3 Textbook pgs. 2-7 Realidades 3 Student workbook pgs. 1-3</p> <p>Assessment: Realidades 3 Assessment Program Quiz P-1 pgs. 8-9 (vocabulary and grammar)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 WAV workbook Para empezar audio comprehension activities 1-5 Realidades 3 WAV workbook Para empezar writing activities 6-7</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 1:</u> The students will be able to talk about school and non-school daily activities and to describe their day before and after school.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The students will be able to:		<p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: Imagine that you are talking with a friend about what you each do each day. In a guided conversation with a partner you will talk about your daily activities discussing such things as what you do in the morning, what you like to do in your free time and what household chores you do not enjoy doing. Realidades 3 Situation Cards P-1A & 1B</p> <p>Presentational (Synthesis)</p> <p>Scenario: You are soon to be highlighted in a television special covering a day in the life of an American teen student. With a partner you will begin preparing questions and answers of interest. Presentation will be scored according to written and oral assessment rubrics.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 2: Students will review for mastery the following verb related concepts: the present tense of regular, irregular, spelling change and stem-changing verbs, and reflexive verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept.	<p>2.1. Talk about school and non-school daily activities in the present tense.</p> <p>2.2. Describe their day before and after school in the present tense being sure that all subjects and verbs agree.</p> <p>2.3. Correctly identify verbs that are irregular, have spelling changes or stem changes in the present tense.</p> <p>2.4. Include reflexive pronouns with reflexive verbs when discussing morning and evening routines.</p>	<ul style="list-style-type: none"> How would you describe the typical school day of an American teen to a foreign exchange student? Which common verbs are irregular or have spelling changes or stem changes in the present tense in Spanish? What makes reflexive verbs special and how does their use in Spanish differ from expressing the same ideas in English? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 2-7 Realidades 3 Student workbook pgs. 1-3</p> <p>Assessment: Realidades 3 Assessment Program Quiz P-1 pgs. 8-9 (vocabulary and grammar)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 WAV workbook Para empezar audio comprehension activities 1-5 Realidades 3 WAV workbook Para empezar writing activities 6-7</p> <p>Interpersonal (Knowledge, Comprehension, Application) Scenario: In preparation for your upcoming interview, you will discuss with a partner such things as what you do in the morning before leaving for school, what you do after school, what sports you play or what other extracurricular activities you participate in, and what activities you like to do on the weekends. Record your and your partner's answer on the interview sheet found in Realidades 3 Teacher's Resource Book communicative activities pg. 10.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 2:</u> Students will review for mastery the following verb related concepts: the present tense of regular, irregular, spelling change and stem-changing verbs, and reflexive verbs.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The students will be able to:		<p>Presentational (Synthesis)</p> <p>Scenario: You are soon to be highlighted in a television special covering a day in the life of an American teen student. You will dramatize the interview and videotape it for the class to view. Presentation will be scored according to written and oral assessment rubrics.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 3:</u> The students will be able to talk about weekend activities and to describe special events and celebrations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Sept.	<p>3.1. Talk and write about weekend activities, entertainment, special days and vacations at the intermediate level.</p> <p>3.2. Read and listen with comprehension to information about weekend activities, entertainment, special days and vacations.</p>	<ul style="list-style-type: none"> • What are some of your favorite weekend activities? • What is your favorite holiday of the year and why? • What is the most memorable special event that your family has celebrated? • How would you describe your dream vacation? 	<p>Materials and learning activities:</p> <p>Realidades 3 Textbook pgs. 8-13</p> <p>Realidades 3 Student workbook pgs. 4-6</p> <p>Assessment:</p> <p>Realidades 3 Assessment Program Quiz P-2 pgs. 10-11 (vocabulary and grammar)</p> <p>Realidades Computer Test Bank exam</p> <p>Para empezar</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>Realidades Reading and Writing for Success Test 30 "Sara María Dolores Sánchez Papillón"</p> <p>Realidades 3 WAV workbook Para empezar audio comprehension activities 1-5</p> <p>Realidades 3 WAV workbook Para empezar writing activities 6-7</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: Imagine you and a friend are discussing holidays important to each of your cultural and religious backgrounds. In a guided conversation with a partner you will discuss holidays including ideas such as your favorite holiday and why? You will also describe in detail a special event that your family has celebrated.</p> <p>Realidades Situation Cards P-2A & 2B</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 3:</u> The students will be able to talk about weekend activities and to describe special events and celebrations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Presentational (Synthesis)</p> <p>Scenario: Imagine that you have to create a Web page describing teen activities in your city or town. Exchange students from several Spanish-speaking countries plan to visit the United States and need information regarding popular activities in your area. Be sure to include the following categories when designing your Web page: movie theaters, theatres, popular restaurants and clubs, ways to meet people and make new friends, best places to go shopping, area schools for dance, languages and other special interests. Students should be a creative and detailed as possible.</p> <p>Presentation will be scored according to written and oral assessment rubrics.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 4: Students will practice for mastery the following verb related concepts in order to express likes, dislikes and other similar ideas: <i>gustar</i> and other verbs like <i>gustar</i> .	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Sept.	<p>4.1. Talk and write about favorite TV programs and movies at the intermediate level.</p> <p>4.2. Discuss likes and dislikes using correctly <i>gustar</i> and other verbs like <i>gustar</i>.</p> <p>4.3. Correctly conjugate <i>gustar</i> and other verbs like <i>gustar</i> to agree with all subjects.</p> <p>4.4. Include the correct indirect object pronoun for each use of <i>gustar</i> and other verbs like <i>gustar</i>.</p> <p>4.5. Add prepositional phrases including proper nouns or pronouns for emphasis or clarification.</p>	<ul style="list-style-type: none"> What are your favorite TV programs and movies and why? What makes <i>gustar</i> and other verbs like <i>gustar</i> a special type of verb? How does their use in Spanish differ from expressing the same ideas in English? How can you add clarification or emphasis to sentences using <i>gustar</i> and other verbs like <i>gustar</i>. 	<p>Materials and learning activities:</p> <p>Realidades 3 Textbook pg. 11 Realidades 3 Student workbook pgs 4, 6. Abriendo Paso Gramática pgs. 314-316 Una Vez Más pgs. 169-170</p> <p>Assessment:</p> <p>Abriendo Paso Gramática Examen Paso 8 (Test chpt. 8)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 WAV workbook Para empezar audio comprehension activity 4</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: In a guided conversation with a partner you will discuss your favorite and least favorite TV programs being sure to include verbs such as <i>gustar</i>, <i>encantar</i>, <i>interesar</i>, and <i>aburrir</i>. Realidades 3 textbook pg. 13</p> <p>Presentational (Synthesis) Scenario: Imagine that you have to give an oral report in Spanish to graduate. Select one of the following topics to discuss before a group of students: your favorite movie of all time, your preferred vacation destination, or your favorite sport. Students should be as creative as possible and include visual aides whenever possible.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 4: Students will practice for mastery the following verb related concepts in order to express likes, dislikes and other similar ideas: <i>gustar</i> and other verbs like <i>gustar</i> .	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		Presentation will be scored according to written and oral assessment rubrics.

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 5:</u> The students will be able to describe memorable outdoor experiences and athletic competitions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Oct.-Nov.	<p>5.1. Talk and write about national parks, camping, open-air vacations, athletic competitions and other memorable outdoor experiences at the intermediate level.</p> <p>5.2. Read and listen with comprehension to information about national parks, camping, open-air vacations, athletic competitions and other memorable outdoor experiences.</p>	<ul style="list-style-type: none"> How would you describe a camping trip to someone who has never experienced an open-air vacation? What are some of your most memorable athletic competitions and why? How would you describe your childhood? What were some of your favorite indoor and outdoor activities? What are the values and benefits of traveling abroad? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 16-19, 22-61 Realidades 3 Student workbook pgs. 7-20</p> <p>Assessment: Realidades 3 Assessment Program Quizzes 1-1, 1-2 pgs. 13-16 (vocabulary) Quizzes 1-6, 1-7 pgs. 23-26 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension) Realidades Reading and Writing for Success Test 31 “¡Pobre Inocente!” Realidades 3 WAV workbook chapter 1 audio comprehension activities 1-5 Realidades 3 WAV workbook chapter 1 writing activities 6-13 Realidades 3 WAV workbook chapter 1 video activities 14-17 “Los deportes en el mundo hispano”</p> <p>Interpersonal (Knowledge, Comprehension, Application) Scenario: Imagine that you went on vacation with a friend last summer. In a guided conversation with a partner you will discuss what you liked most and least about your vacation together and also answer questions about your next vacation. Realidades Situation Cards chpt.1 1A & 1B</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 5:</u> The students will be able to describe memorable outdoor experiences and athletic competitions.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Scenario: Imagine that you and a friend are reminiscing about your childhoods. In a guided conversation with a partner you will converse about your favorite activities and foods as a child. Realidades Situation Cards chpt.1 2A & 2B</p> <p>Presentational (Synthesis) Informal speaking Scenario: You have just returned home from a two-week family vacation. Your friend, Nico, has called to ask if you enjoyed your trip. You will participate in a simulated telephone conversation with your friend. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.1 student activity 1</p> <p>Formal writing In a well-organized, formal essay, explain the value and the benefits of traveling abroad being sure to synthesize the given audio and printed sources into your own ideas. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.1 student activity 2</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: Tu vida	
		Goal 6: Students will be able to narrate events in the past by reviewing and practicing for mastery the following verb related concepts: the preterite conjugations of regular, irregular, spelling change and stem-changing verbs; the imperfect conjugations of regular and irregular verbs; the uses of the preterite vs. the imperfect in context; and verbs with different meanings in the preterite.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Oct.-Nov.	6.1. Narrate a story in the past accurately applying the preterite and the imperfect in context. 6.2. Correctly conjugate preterite verbs including regular, irregular, spelling change and stem-changing verbs. 6.3. Correctly conjugate imperfect verbs in regular and irregular conjugations. 6.4. Differentiate between the uses of imperfect and preterit in context. 6.5. Identify verbs with special meaning in the preterite according to the context.	<ul style="list-style-type: none"> How do the uses of the preterite and the imperfect In Spanish differ from the use of the past tense in English? Which common verbs are irregular or have spelling changes or stem changes in the preterite tense in Spanish? Which verbs have special meanings in the preterite tense? 	Materials and learning activities: Realidades 3 Textbook pgs. 16-19, 22-61, 76-78, 90 Realidades 3 Student workbook pgs. 7-20 Una Vez Más chpt.2 Movie <i>My Family (Mi Familia)</i> (1995) and all accompanying comprehension and discussion activities by Applause Learning Resources Assessment: Realidades 3 Assessment Program Quizzes 1-3, 1-4, 1-5 pgs. 17-19 (preterite) Exam 1 chpt.1 pgs.20-22 (vocab.& grammar) Quizzes 1-8, 1-9 pgs. 27-28 (imperfect) Exam 2 chpt.1 pgs. 29-31 (vocab. & grammar) Quiz 2-3 pg. 41 (preterite vs. imperfect) Quiz 2-8 pg. 51 (verbs with special meaning in the preterite) Cumulative exam chpt.1 pgs. 32-35 (listening, reading, writing, speaking, culture) Realidades 3 Computer Test Bank chpt.1 Una Vez Más chpt. 2 exam 1

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: Tu vida	
		Goal 6: Students will be able to narrate events in the past by reviewing and practicing for mastery the following verb related concepts: the preterite conjugations of regular, irregular, spelling change and stem-changing verbs; the imperfect conjugations of regular and irregular verbs; the uses of the preterite vs. the imperfect in context; and verbs with different meanings in the preterite.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpretive (Knowledge, Comprehension) Scenario: Imagine that you are attending a friend's soccer game and have decided to take your dog Mutley with you. Using the picture sequence provided, narrate the story in the past including as much detail as possible. Realidades 3 textbook pg. 50 communicative activity 2</p> <p>Interpersonal (Knowledge, Comprehension, Application) Follow Realidades 3 textbook pg. 50 communicative activity 2 with activity 3 (Think-Pair-Share)</p> <p>Presentation (Synthesis) Students are to write an original story in the past incorporating the preterite and the imperfect tenses correctly according to the context. Students must select a painting by one of the following artists and then write a creative narrative inspired by the visual images found in their chosen work of art. Students are to then prepare a Power Point presentation including the original painting and the text of their story to share with the class. El Greco Diego Velázquez Francisco de Goya Pablo Picasso</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: Tu vida	
		Goal 6: Students will be able to narrate events in the past by reviewing and practicing for mastery the following verb related concepts: the preterite conjugations of regular, irregular, spelling change and stem-changing verbs; the imperfect conjugations of regular and irregular verbs; the uses of the preterite vs. the imperfect in context; and verbs with different meanings in the preterite.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Salvador Dalí Joan Miró Remedios Varo José Guadalupe Posada Diego Rivera José Clemente Orozco David Alfaro Siqueiros Frida Kahlo To be graded using a Written Assessment Rubric.

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 7: The students will be able to read with comprehension the literary selections <i>Lazarillo de Tormes</i> and <i>Marianela</i> and to discuss similar experiences from their own lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Sept. -Nov.	<p>7.1. Define the picaresque novel.</p> <p>7.2. Discuss and define true beauty.</p> <p>7.3. Re-tell the experiences of Lazarillo and Marianela in their own words using the imperfect and preterite verb tenses.</p> <p>7.4. Compare and contrast their own lives with those of young Lazarillo and Marianela.</p>	<ul style="list-style-type: none"> • What social type of the time does each of Lazarillo's masters represent? • How does our modern western culture define beauty? How would you define true beauty? • What are some of the similarities and differences between your life and the lives of young Lazarillo and Marianela? 	<p>Materials and learning activities</p> <p><i>Lazarillo de Tormes</i> (excerpts from the intermediate edition)</p> <p><i>Marianela</i> (entire intermediate edition)</p> <p>Assessment</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>Have students complete the reading comprehension activities at the end of each chapter.</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Have students answer the pre-reading, anticipatory questions for each section of the novel and then share their reflections with the class.</p> <p>Have students answer the discussion questions (¿Qué opinas?) at the end of each chapter and then share their opinions first with a partner and then with the class as a whole.</p> <p>Presentational (Synthesis)</p> <p><i>Lazarillo de Tormes</i></p> <p>Scenario: You are Lazarillo living in 16th century Spain. With a partner or a small group of students select one of your favorite autobiographical episodes to re-enact for the class. Your dramatic skit should be as faithful as possible to the original text while also fostering creativity and a sense of</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: Tu vida	
	Grade Level/Subject: Spanish III Honors	Goal 7: The students will be able to read with comprehension the literary selections <i>Lazarillo de Tormes</i> and <i>Marianela</i> and to discuss similar experiences from their own lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>humor.</p> <p>To be graded using an Oral Assessment Rubric.</p> <p><i>Marianela</i></p> <p>In a well-organized formal essay, define true beauty incorporating specific examples from the text and from your own experience.</p> <p>To be graded using a Written Assessment Rubric.</p> <p><i>Lazarillo de Tormes</i> or <i>Marianela</i></p> <p>In a well-organized formal essay, compare and contrast your life with that of either <i>Lazarillo</i> or <i>Marianela</i> being sure to incorporate specific examples from the text and from your own experience.</p> <p>To be graded using a Written Assessment Rubric.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 8:</u> The students will be able to talk about the arts, give an opinion about a work of art and relate the arts to their own experience.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Dec-Febr.	<p>8.1. Talk and write about the style, features, tools, and media used in the creation of works of art.</p> <p>8.2. Read and listen with comprehension to information about the style, features, tools, and media used in the creation of works of art.</p> <p>8.3. Read and listen with comprehension to information about important artists and their works.</p> <p>8.4. Discuss the works of important Latin American and Spanish figures in the visual arts.</p> <p>8.5. Talk about key facts relating to the history of Mexico and the Mexican Revolution.</p> <p>8.6. Talk about key facts relating to the history of Spain and the Spanish Civil War.</p> <p>8.7. Write a formal essay and also give a formal presentation about a selected Mexican or Spanish artist, work of art and artistic period.</p>	<ul style="list-style-type: none"> • What are some key words and phrases essential to describing the visual arts? • Who were some of the most influential Mexican and Spanish artists, and to what artistic genre or period did they belong? • How many famous paintings or murals can you name by each artist studied thus far? • Why is <i>Guernica</i> considered a painting of protest? • How were the Mexican artists of the twentieth century affected by the Mexican Revolution? • How were the Spanish artists of the twentieth century affected by the Spanish Civil War? 	<p>Materials and learning activities Materials and learning activities: Realidades 3 Textbook pgs. 62-65, 68-96 Realidades 3 Student workbook pgs. 21-34</p> <p>Assessment: Realidades 3 Assessment Program Quizzes 2-1, 2-2 pgs. 37-40 (vocabulary) Quizzes 2-5, 2-6 pgs. 46-49 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension) Realidades Reading and Writing for Success Test 29 "Guernica: La pintura como protesta"</p> <p>Realidades 3 WAV workbook chapter 2 audio comprehension activities 1-5 Realidades 3 WAV workbook chapter 2 writing activities 6-13</p> <p>Interpersonal (Knowledge, Comprehension, Application) Scenario: You and a friend are in a museum discussing your favorite paintings. In a guided conversation with a partner you will describe your favorite work of art and answer all other questions asked by your partner. Realidades Situation Cards chpt.2 1A & 1B</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 8:</u> The students will be able to talk about the arts, give an opinion about a work of art and relate the arts to their own experience.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Presentation (Synthesis)</p> <p>Students are to write a well-developed, well-organized, scholarly research paper on a pre-approved artist and work of art.</p> <p>Students will also be required to creatively replicate the work of art using a medium of their choice and to prepare a formal Power Point presentation highlighting the main points of interest from their research paper for the class.</p> <p>This project will be due at the beginning of the following marking period and will be assessed using both Written and Oral Assessment Rubrics.</p> <p>Art replications and poster displays will also be assessed using a rubric.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 9:</u> The students will be able to compare and contrast works of art by reviewing for mastery the following adjective related concepts: noun-adjective agreement, comparisons of similarity and difference, and the superlative.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Dec-Febr.	<p>9.1. Make all adjectives agree with the nouns they modify whether in an oral or a written context.</p> <p>9.2. Express comparisons of similarity and equality.</p> <p>9.3. Express comparisons of difference and inequality.</p> <p>9.4. Use the superlative to distinguish one as the most notable among many.</p> <p>9.5. Identify irregular adjectives when used in comparisons of inequality or in the superlative degree.</p>	<ul style="list-style-type: none"> • What are some key words and phrases to be used when comparing and contrasting works of art? • What should one do when one isn't sure if an adjective agrees with the noun it modifies? • How do you express comparisons of similarity and equality in Spanish? • How do you express comparisons of difference and inequality in Spanish? • How do you express the superlative in Spanish? • What adjectives are irregular when used in comparisons of inequality or the superlative? 	<p>Materials and learning activities</p> <p>Realidades 3 Textbook pgs. 63, 65</p> <p>Realidades 3 Student workbook pgs. 21, 22.</p> <p>Abriendo Paso Gramática pgs. 68-73, 94-98</p> <p>Una Vez Más pgs. 148-153</p> <p>Assessment</p> <p>Una Vez Más chpt. 11 exams 1&2 selected exercises</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>Realidades 3 WAV workbook chapter 2 video activities 14-17 "El arte en el mundo hispano"</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Have each student come to class with a colored copy of their favorite work of art by one of the famous artists being studied in class. After being assigned a partner by the teacher, have students describe, compare and contrast their works of art in as much detail as possible including the people in the paintings, the colors, the backgrounds, etc...</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 9:</u> The students will be able to compare and contrast works of art by reviewing for mastery the following adjective related concepts: noun-adjective agreement, comparisons of similarity and difference, and the superlative.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		Presentational (Synthesis) Students should continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 10:</u> The students will be able to describe works of art by incorporating the following verb related concepts: <i>ser</i> vs. <i>estar</i> in context; <i>estar</i> + past participle; and <i>ser</i> + past participle.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Dec-Febr.	<p>10.1. Differentiate between the uses of <i>ser</i> and <i>estar</i> in Spanish.</p> <p>10.2. Form the past participle of regular and irregular verbs.</p> <p>10.3. Use the past participle as an adjective with <i>estar</i> to describe conditions that are the result of a previous action.</p> <p>10.4. Use the past participle with <i>ser</i> to form the passive voice.</p>	<ul style="list-style-type: none"> • What most inspires you to create a work of art? • What are the uses of <i>ser</i> and <i>estar</i> in Spanish? • In what context can you use <i>estar</i> + the past participle? • In what context can you use <i>ser</i> + the past participle? 	<p>Materials and learning activities</p> <p>Realidades 3 textbook pgs. 79-80, 88-89, 444</p> <p>Realidades 3 workbook pgs. 26-27, 30, 135-136</p> <p>Una Vez Más pgs. 6-11</p> <p>Abriendo Paso pg. 102-111</p> <p>Assessment</p> <p>Realidades 3 Assessment Program</p> <p>Quiz 2-4 (<i>estar</i> + participle)</p> <p>Quiz 2-7 (<i>ser</i> vs. <i>estar</i>)</p> <p>Chpt. 2 Exam 1 vocabulary and grammar</p> <p>Chpt. 2 Exam 2 vocabulary and grammar</p> <p>Realidades 3 Computer Test Bank chpt.2</p> <p>Cumulative exam chpt.2 pgs. 55-58 (listening, reading, writing, speaking, culture)</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>In preparation for the AP exam, have students complete the paragraph completion activity filling in the blanks with a word in Spanish that is both logical and grammatically correct.</p> <p>Realidades Pre-AP Resource Book chpt. 2 pg. 139</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 10: The students will be able to describe works of art by incorporating the following verb related concepts: ser vs. estar in context; estar + past participle; and ser + past participle.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Have students exchange their thesis statements and outlines for their upcoming research paper. Provide time for peer analysis and feedback</p> <p>Presentational (Synthesis) Formal Speaking</p> <p>Scenario: Imagine that you must give a formal presentation on the topic of art and inspiration. Tell the class what sort of art you would like to express and why. Be sure to explain what you would use for your inspiration and to synthesize the given audio and printed sources into your own ideas.</p> <p>To be scored according to the AP Spanish Language Scoring Guidelines.</p> <p>Realidades Pre-AP Resource Book chpt.2 student activity 2</p> <p>Students should also continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: El mundo del arte	
		Goal 11: The students will be able to discuss some important artists of the Spanish-speaking world and their works by reviewing and practicing for mastery the following pronoun related concepts: the use and placement of direct object, indirect object, and reflexive pronouns; the impersonal se.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Dec-Febr.	<p>11.1. Replace direct object nouns with their corresponding pronouns.</p> <p>11.2. Use indirect object pronouns to indicate to whom or for whom an action is performed.</p> <p>11.3. Use prepositional phrases in conjunction with the indirect object pronouns for emphasis or clarification.</p> <p>11.4. Place direct object pronouns, indirect object pronouns and reflexive pronouns correctly in the sentence.</p> <p>11.5. Use the impersonal se when referring to indefinite or impersonal subjects.</p>	<ul style="list-style-type: none"> Why should one use the impersonal se in Spanish when discussing the arts in a formal setting as opposed to referring to the listener or reader directly as "you." When might you use prepositional phrases with the indirect object pronouns for emphasis and when should you use them for clarification? What are some key words and phrases to be used in an informal letter or email? (ex. possible salutations, closures, etc.) And for a formal letter? 	<p>Materials and learning activities</p> <p>Realidades 3 textbook pg. 109 (direct object pronouns), pg. 111 (indirect object pronouns) pg. 203 (placement of DO, IO and reflexive pronouns) pg. 249 (impersonal se) pg. 275 (using DO & IO pronouns together)</p> <p>Realidades 3 workbook pgs. 35-36 (DO & IO pronouns) pgs. 63-64 (pronoun placement), pgs. 77-78 (impersonal se)</p> <p>Una Vez Más pgs. 93-99</p> <p>Assessment Realidades 3 Assessment Program quiz 6-8</p> <p>Una Vez Más chpt. 6 Exams 1 & 2 (selected exercises)</p> <p>Interpretive (Knowledge, Comprehension) Scenario: You and some friends are talking about an art class that you recently attended and about the teacher's advice for each of you. Write a short dialogue including as many examples of direct and indirect object pronouns as possible and being sure to clarify when necessary.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 11: The students will be able to discuss some important artists of the Spanish-speaking world and their works by reviewing and practicing for mastery the following pronoun related concepts: the use and placement of direct object, indirect object, and reflexive pronouns; the impersonal se.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>As students continue working on their research papers, have students exchange their introductory paragraphs ending with a strong thesis statement. Provide time for peer analysis and feedback.</p> <p>Presentational (Synthesis) Informal Writing</p> <p>Scenario: A special exhibit by your favorite artist has just arrived to town. Write an email to a friend inviting him or her to go with you to the art museum on Sunday afternoon. Let your friend know what he or she can expect to see there, why you love to visit this particular museum, and what time you would like to go.</p> <p>To be scored according to the AP Spanish Language Scoring Guidelines.</p> <p>Realidades Pre-AP Resource Book chpt.2 student activity 3</p> <p>Students should also continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: El mundo del arte	
		Goal 12: The students will be able to discuss the historical events surrounding many celebrated works of art by including the following verb tenses in their narration of the past: present perfect and past perfect.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Dec-Febr.	<p>12.1. Discuss completed actions and events using the present perfect and the past perfect verb tenses in addition to the preterite.</p> <p>12.2. Draw a time line including all of the Spanish verb tenses studied thus far.</p>	<ul style="list-style-type: none"> What ideas in the past do the present perfect and the past perfect tenses allow you to express in Spanish that the preterite and the imperfect do not? Why are all four tenses essential when writing your research paper? 	<p>Materials and learning activities</p> <p>Realidades 3 textbook pgs. 214-219 Realidades 3 workbook pgs. 67-69</p> <p>Una Vez Más pgs. 28-30, 38-40, 40-44</p> <p>Assessment</p> <p>Realidades 3 Assessment Program quizzes 5-3 (present perfect) and 5-4 (past perfect)</p> <p>Una Vez Más chpt. 2 exam 2</p> <p>Interpretive (Knowledge, Comprehension) “He andado muchos caminos” by Antonio Machado Have the students read the above poem and accompanying commentary and then answer the follow-up comprehension and discussion questions. Allow students time to Think-Pair-Share before sharing their answers to the reflection questions with the class. Realidades 3 textbook pg. 215</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: You and a friend have visited different museums. You will respond to questions regarding your favorite work of art referring to the given art piece and useful vocabulary found at the bottom of</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 12:</u> The students will be able to discuss the historical events surrounding many celebrated works of art by including the following verb tenses in their narration of the past: present perfect and past perfect.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>each of your worksheets. Realidades 3 Teacher's Resource Bk. pgs. 75-76</p> <p>Presentation (Synthesis) Students should continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	Grade Level/Subject: Spanish III Honors	Goal 13: The students will be able to discuss the following Mexican artists and their most famous works: Frida Kahlo, José Guadalupe Posada, Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Dec-Febr.	<p>13.1. Define the Mexican muralist movement identifying its key leaders and discussing the historical, political, cultural context from which it was born.</p> <p>13.2. Discuss, compare and contrast the major themes found throughout each Mexican artist's work.</p> <p>13.3. Identify and describe some of the most famous murals and paintings by each artist.</p>	<ul style="list-style-type: none"> • What are the main themes found throughout Frida's work and how do they tell the story of her life? • What elements most characterize the work of José Guadalupe Posada? • What do the lives and the work of the three great muralists have in common? How do they differ? 	<p>Materials and learning activities</p> <p>Realidades 3 chpt. 2 (select readings)</p> <p>Ya Verás 3 chpt. 7 (select readings)</p> <p>Movie <i>Frida</i> (2002) directed by Julie Taymor and all accompanying comprehension and discussion activities by Applause Learning Resources</p> <p><i>Accent on Art—Spanish and Mexican Art for the Spanish Classroom</i> by Lonnie Dai Zovi</p> <p>“Kahlo” pgs. 34-36</p> <p>“Posada” pgs. 24-26</p> <p>“Rivera” pgs. 27-30</p> <p>“Orozco” pgs. 31-33</p> <p>“Siqueiros” pgs. 38-41</p> <p><i>Literatura y arte</i> (8th edition) by Sandstedt, Kite and Copeland</p> <p>“Diego Rivera” pgs. 107-108</p> <p>“José Clemente Orozco y David Alfaro Siqueiros” pgs. 121-122</p> <p><i>Read and Think Spanish</i> (McGraw Hill)</p> <p>“Frida Kahlo” pgs. 92-93</p> <p>“Diego Rivera” pgs. 90-91</p> <p><i>Mexican muralists</i> by Desmond Rochfort (select excerpts on Rivera, Orozco and Siqueiros and their</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 13:</u> The students will be able to discuss the following Mexican artists and their most famous works: Frida Kahlo, José Guadalupe Posada, Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>murals)</p> <p>Assessment</p> <p><i>Accent on Art</i> Quiz-Los artistas mexicanos pgs. 42-44 (artist ID and vocabulary)</p> <p><i>Frida</i> Movie Quiz/Test—Applause Learning Resources</p> <p>Power Point Exam identifying the most noteworthy works by each of the Mexican artists studied (To be identified by artist and title)</p> <p>Cumulative, teacher-generated exam covering all of the Mexican artists studied and their art</p> <p>Interpretive (Knowledge, Comprehension) Complete the reading comprehension and discussion questions following each assigned text.</p> <p>Interpersonal (Knowledge, Comprehension, Application) Think-Pair-Share with a partner after completing the discussion questions in preparation for class discussion.</p> <p>Presentation (Synthesis) Students should continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	Grade Level/Subject: Spanish III Honors	Goal 14: The students will be able to discuss the following Spanish artists of the twentieth century and their most famous works and periods: Pablo Picasso, Salvador Dalí, Joan Miró, Remedios Varo and Antoni Gaudí.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Dec-Febr.	<p>14.1. Define the cubist movement and identify its key leaders.</p> <p>14.2. Define the surrealist movement and identify its key leaders.</p> <p>14.3. Discuss, compare and contrast the major themes, periods and styles found throughout each Spanish artist's work.</p> <p>14.4. Identify and describe some of the most famous paintings by each artist.</p>	<ul style="list-style-type: none"> • What is cubism? How did it develop over time? • What are some of Picasso's other artistic periods? • What is surrealism? Who were some key artists of the twentieth century? • What are some of the most common symbols used by Dalí in his work and their significance? • What does Miró try to emulate in his art? • How would you describe the architectural style of Gaudí? • For what work is Antoni Gaudí probably most famous today? 	<p>Materials and learning activities</p> <p>Realidades 3 chpt. 2 (select readings)</p> <p>Ya Verás 3 chpt. 7 (select readings)</p> <p><i>Accent on Art—Spanish and Mexican Art for the Spanish Classroom</i> by Lonnie Dai Zovi</p> <p>“Picasso” pgs. 12-15</p> <p>“Dalí” pgs. 16-19</p> <p><i>Literatura y arte</i> (8th edition) by Sandstedt, Kite and Copeland</p> <p>“Pablo Ruiz Picasso” pgs. 57-59</p> <p><i>España y su civilización</i> by Ugarte, Ugarte and McNerney</p> <p>“Arte y música del siglo XX” (Pablo Picasso, Pintores surrealistas, Antoni Gaudí) pgs. 163-169</p> <p>Other assorted reference books</p> <p>Assessment</p> <p>Power Point Exam identifying the most noteworthy works by each of the modern Spanish artists studied. (To be identified by artist, title and period)</p> <p>Cumulative, teacher-generated exam covering all of</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 14:</u> The students will be able to discuss the following Spanish artists of the twentieth century and their most famous works and periods: Pablo Picasso, Salvador Dalí, Joan Miró, Remedios Varo and Antoni Gaudí.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>the modern Spanish artists studied and their art.</p> <p>Interpretive (Knowledge, Comprehension) Complete the reading comprehension and discussion questions following each assigned text.</p> <p>Interpersonal (Knowledge, Comprehension, Application) Think-Pair-Share with a partner after completing the discussion questions in preparation for class discussion.</p> <p>Presentation (Synthesis) Students should continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 15: The students will be able to discuss the following Spanish artists of the XVII-XIX centuries and their most famous works and periods: El Greco, Diego Velázquez, and Francisco de Goya.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Dec-Febr.	<p>15.1. Define the Spanish Golden Age and identify its key artists and sources of inspiration.</p> <p>15.2. Discuss the many artistic styles and periods found throughout Goya's life.</p> <p>15.3. Discuss, compare and contrast the major themes, periods and styles found throughout each Spanish artist's work.</p> <p>15.4. Identify and describe some of the most famous paintings by each artist.</p>	<ul style="list-style-type: none"> • What elements most define El Greco's work? • What elements most define Velázquez work? • How would you compare and contrast the lives and art of these two artists? • What are some of the many styles and periods found throughout Goya's life? • What are some of the major differences between the art that Goya produced at the beginning of his career and the art created during the latter years of his life? 	<p>Materials and learning activities</p> <p>Realidades 3 chpt. 2 (select readings) Ya Verás 3 chpt. 7 (select readings)</p> <p><i>Accent on Art—Spanish and Mexican Art for the Spanish Classroom</i> by Lonnie Dai Zovi</p> <p>“El Greco” pgs. 1-4 “Velázquez” pgs. 5-8 “Goya” pgs. 9-11</p> <p><i>Literatura y arte</i> (8th edition) by Sandstedt, Kite and Copeland</p> <p>“El Greco” pgs. 43-45 “Diego Rodríguez de Silva y Velázquez” pgs. 77-79 “Francisco de Goya y Lucientes” pgs. 92-94</p> <p><i>España y su civilización</i> by Ugarte, Ugarte and McNerney</p> <p>“Artistas y músicos del Siglo de Oro” (El Greco, Diego Velázquez) pgs. 89-97 “Pintura y música de los siglos XVIII y XIX (Goya) pgs. 126-131</p> <p>Other assorted reference books</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: El mundo del arte	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 15: The students will be able to discuss the following Spanish artists of the XVII-XIX centuries and their most famous works and periods: El Greco, Diego Velázquez, and Francisco de Goya.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Assessment</p> <p><i>Accent on Art</i> Quiz-Los artistas españoles pgs. 20-21 (artist ID and vocabulary)</p> <p>Power Point Exam identifying the most noteworthy works by each of the Spanish artists studied. (To be identified by artist, title and period)</p> <p>Cumulative, teacher-generated exam covering all of the Spanish artists studied and their art</p> <p>Interpretive (Knowledge, Comprehension) Complete the reading comprehension and discussion questions following each assigned text.</p> <p>Interpersonal (Knowledge, Comprehension, Application) Think-Pair-Share with a partner after completing the discussion questions in preparation for class discussion.</p> <p>Presentation (Synthesis) Students should continue working on their research paper, art replica and Power Point presentation covering the work of art and artist of their choice.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Qué nos traerá el futuro?	
	Grade Level/Subject: Spanish III Honors	Goal 16: The students will be able to talk about recent and future scientific and technological advances and the impact of these on our lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Mar-April	<p>16.1. Talk and write about modern day careers and professions and the necessary qualities for them.</p> <p>16.2. Read and listen with comprehension to information about modern day careers and professions and the necessary qualities for them.</p> <p>16.3. Write and present information orally about past, present, and future changes.</p> <p>16.4. Read and listen with comprehension to information about past, present, and future changes.</p> <p>16.5. Discuss the products of Spanish-speaking architects.</p>	<ul style="list-style-type: none"> What recent technological advances have most impacted your life in the area of entertainment? of education? of transportation? etc... What do you believe your life will be like in 25 years? What future scientific discoveries would you most like to see during your lifetime? How would you compare and contrast the architectural design, materials and style of futuristic architects such as César Pelli, Ricardo Legorreta, and Santiago Calatrava with that of Antoni Gaudí? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 246-249, 252-277 Realidades 3 Student workbook pgs. 77-88</p> <p>Assessment: Realidades 3 Assessment Program Quizzes 6-1, 6-2 pgs. 127-130 (vocabulary) Quizzes 6-5, 6-6 pgs. 136-139 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 Adelante cultural reading comprehension pgs. 278-279 “La arquitectura del futuro”</p> <p>Realidades 3 WAV workbook chapter 6 audio comprehension activities 1-5 Realidades 3 WAV workbook chapter 6 writing activities 6-13 Realidades 3 WAV workbook chapter 6 video activities 14-17 “La tecnología en la carrera de un professional”</p> <p>Interpersonal (Knowledge, Comprehension, Application) Scenario: Imagine that you are talking with another student about what you want to be when you grow up. Discuss such things as what you believe your life will be like in 25 years, what career you will pursue, and where you will live. Realidades Situation Cards chpt.6 1A & 1B</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Qué nos traerá el futuro?	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 16: The students will be able to talk about recent and future scientific and technological advances and the impact of these on our lives.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Presentational (Synthesis)</p> <p>The future is always uncertain. We have an idea what will happen and what life will be like in future years, but we can never be for sure. We can simply make predictions. For those who lived in the past, the future was also uncertain. Choose a time period from the past and compare it to the present. Write a comparison essay about the past and the present keeping in mind the following question: "Will the future always be better than the present?"</p> <p>("El futuro será siempre mejor que el presente?")</p> <p>Realidades 3 textbook pg. 282-283</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 17: The students will be able to express their thoughts on what the future holds by practicing for mastery the following verb related concepts: the future tense, future of probability, future perfect, and the conditional tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Mar-April	<p>17.1. Discuss future scientific and technological advances and the impact of these on our lives using the future tenses.</p> <p>17.2. Give a formal presentation to the hiring committee at a company where they would like to work.</p> <p>17.3. Write an email describing their future academic and career goals.</p>	<ul style="list-style-type: none"> • What things do you believe will have changed by the time you're an adult? Will these changes have a positive or a negative influence on our lives? • What future scientific and technological advances do you believe will most influence our society? • What are your future academic and career goals? • What expressions of probability and certainty use the future tense? The conditional tense? • What do the future tense and the conditional tense share in common? (think about uses and conjugations) 	<p>Materials and learning activities:</p> <p>Realidades 3 Textbook pgs. 246-249, 252-277, 352-355</p> <p>Realidades 3 Student workbook pgs. 77-88, 109-111</p> <p>Una Vez Más pgs. 45-59</p> <p>Assessment:</p> <p>Realidades 3 Assessment Program</p> <p>Quiz 6-3 pg. 131 (future tense)</p> <p>Quiz 6-4 pg. 132 (future of probability)</p> <p>Exam 1 chpt. 6 pgs.133-135 (vocabulary & grammar)</p> <p>Quiz 6-7 pg. 140 (future perfect)</p> <p>Quiz 8-3 pg. 175 (conditional)</p> <p>Cumulative exam chpt.6 pgs. 145-148 (listening, reading, writing, speaking, culture)</p> <p>Realidades 3 Computer Test Bank chpt.6</p> <p>Una Vez Más chpt. 3 exam 1 or 2</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>Realidades Reading and Writing for Success</p> <p>Test 33 "Viaje a la Luna"</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 17: The students will be able to express their thoughts on what the future holds by practicing for mastery the following verb related concepts: the future tense, future of probability, future perfect, and the conditional tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>In preparation for the AP exam, have students complete the paragraph completion activity filling in the blanks with a word in Spanish that is both logical and grammatically correct. Realidades Pre-AP Resource Book chpt. 6 pg. 151</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: Imagine that you are discussing with a friend things that will have changed by the time you're grown adults. Ask your friend if he or she is worried about what life will be like and why. Also talk about how technology and means of communication will have changed by then and if these changes will help people get along better or not. Realidades Situation Cards chpt.6 2A & 2B</p> <p>Presentational (Synthesis) Formal Speaking</p> <p>Scenario: Imagine that you must give a formal presentation to the hiring committee at a company where you would like to work. You must tell the committee why you believe you are the ideal candidate for the company and what interests you about working there. Be sure to cite information and/or examples from the reading as well as the audio portion provided. To be scored according to the AP Spanish</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 17: The students will be able to express their thoughts on what the future holds by practicing for mastery the following verb related concepts: the future tense, future of probability, future perfect, and the conditional tense.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.6 student activity 2</p> <p>Informal Writing Scenario: You were just accepted to your first college choice. Write an email to your grandparents telling them where you were accepted, why you want to attend that university, what you will study there, and what you hope to do after you graduate. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.6 student activity 3</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Qué nos traerá el futuro?	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 18: The students will be able to talk about local and global environmental concerns and discuss how to solve some of these growing problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
Mar-April	<p>18.1. Talk and write about environmental issues and endangered species.</p> <p>18.2. Read and listen with comprehension to information about environmental issues and endangered species.</p> <p>18.3. Read and talk about the Galapagos Islands, Monarch butterflies and Magellanic penguins.</p> <p>18.4. Use topic sentences for reading comprehension.</p> <p>18.5. Use contextual clues to figure out the meaning of a word.</p> <p>18.6. Discuss environmental concerns and how to protect the planet.</p>	<ul style="list-style-type: none"> • What can we as individuals do to help take care of our planet? • What local environmental issues most concern you? How would you solve some of these problems? • What global environmental issues most concern you? What can you do to help make a difference? • What are the endangered species of the Galapagos islands? • What makes the Monarch butterfly so unique? • What dangers are there in the waters where the Magellanic penguins feed? 	<p>Materials and learning activities:</p> <p>Realidades 3 Textbook pgs. 384-387, 390-397, 402-411</p> <p>Realidades 3 Student workbook pgs. 121-122, 124-127</p> <p>Assessment:</p> <p>Realidades 3 Assessment Program</p> <p>Quizzes 9-1, 9-2 pgs. 193-196 (vocabulary)</p> <p>Quizzes 9-5, 9-6 pgs. 202-205 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension)</p> <p>Realidades Adelante cultural reading pgs. 416-417</p> <p>“Galápagos: El encuentro con la naturaleza”</p> <p>Realidades reading comprehension pgs. 422-425</p> <p>“La mariposa monarca”</p> <p>Realidades 3 WAV workbook chapter 9 audio comprehension activities 1-5</p> <p>Realidades 3 WAV workbook chapter 9 writing activities 6-13</p> <p>Realidades 3 WAV workbook chapter 9 video activities 14-17 “Exploremos la naturaleza fascinante”</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Qué nos traerá el futuro?	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 18: The students will be able to talk about local and global environmental concerns and discuss how to solve some of these growing problems.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Scenario: Imagine that you and another student are discussing the environment and how to protect the planet. Include in your discussion what you believe to be the most serious issues in your community and the best way to solve these problems.</p> <p>Realidades Situation Cards chpt.9 1A & 1B</p> <p>Presentational (Synthesis)</p> <p>Have students select an environmental issue that most concerns them and then prepare a 5 minute Power Point presentation discussing the problem and then outlining possible short-term and long-term solutions.</p> <p>To be assessed using an Oral Assessment Rubric.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 19: The students will facilitate their debate of environmental issues and endangered species by practicing for mastery the following grammar related concepts: relative pronouns, positive and negative expressions, and the uses of <i>por</i> vs. <i>para</i> .	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Mar-April	<p>19.1. Discuss possible solutions for environmental problems and endangered species.</p> <p>19.2. Use relative pronouns to combine two sentences or to give clarifying information.</p> <p>19.3. Accurately use and place positive and negative expressions in Spanish sentences.</p> <p>19.4. Correctly differentiate between the uses of <i>por</i> and <i>para</i> in Spanish.</p>	<ul style="list-style-type: none"> How serious do you believe the threat of extinction for man and animal in the years to come? How can we establish a balance between economic necessity and protecting the environment? What are the most common relative pronouns in Spanish? How does the placement of positive and negative expression in Spanish differ from English? What are the uses of <i>por</i> in Spanish? Of <i>para</i>? 	<p>Materials and learning activities:</p> <p>Realidades 3 Textbook pgs. 384-387, 390-397, 402-411</p> <p>pg. 402 relative pronouns</p> <p>pg. 293 positive/negative expressions</p> <p>pg. 171 <i>por</i> vs. <i>para</i></p> <p>Realidades 3 Student workbook pgs. 121-122, 124-127</p> <p>pgs. 124-125 relative pronouns</p> <p>Una Vez Más chpt. 9 (relative pronouns selected exercises)</p> <p>Una Vez Más chpt. 10 (positive & negative expressions selected exercises)</p> <p>Abriendo Paso pgs. 286-296 (relative pronouns)</p> <p>Abriendo Paso pgs. 310-313 (positive & negative expressions)</p> <p>Abriendo Paso pgs. 321-323 (<i>por</i> vs. <i>para</i>)</p> <p>Assessment:</p> <p>Realidades 3 Assessment Program</p> <p>Quizzes 9-4 pgs. 198 (relative pronouns)</p> <p>Una Vez Más chpt. 9 exam 1 or 2</p> <p>Una Vez Más chpt. 10 exam 1 or 2</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 19: The students will facilitate their debate of environmental issues and endangered species by practicing for mastery the following grammar related concepts: relative pronouns, positive and negative expressions, and the uses of <i>por</i> vs. <i>para</i> .	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Abriendo Paso exam etapa 6 paso 4 (relative pronouns) Abriendo Paso exam etapa 6 paso 7 (positive and negative expressions) Abriendo Paso exam etapa 6 paso 10 (por vs. para)</p> <p>Interpretive (Knowledge, Comprehension) Realidades Reading and Writing for Success Test 36 "Greenpeace en el mundo hispano"</p> <p>In preparation for the AP exam, have students complete the paragraph completion activity filling in the blanks with a word in Spanish that is both logical and grammatically correct. Realidades Pre-AP Resource Book chpt. 9 pg. 160</p> <p>Interpersonal (Knowledge, Comprehension, Application) Imagine that you are talking with a friend about how to rescue the species that are in danger of extinction. Discuss with your partner whether or not you believe that animals and people are in danger of extinction one day. Then ask your partner if he/she believes that secondary and advanced education prepare students to solve environmental problems. Realidades Situation Cards chpt.9 2A & 2B</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 19: The students will facilitate their debate of environmental issues and endangered species by practicing for mastery the following grammar related concepts: relative pronouns, positive and negative expressions, and the uses of <i>por</i> vs. <i>para</i> .	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Presentational (Synthesis) Formal Writing In a well-organized, formal essay, explain how a balance between economic necessity and the protection of the environment can be established being sure to synthesize the given audio and printed sources into your own ideas. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.9 student activity 2

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Qué nos traerá el futuro?	
	Grade Level/Subject: Spanish III Honors	Goal 20: The students will be able to identify the sounds and popular artists of various genres of Latin music such as mariachi, flamenco, tango, merengue, salsa, bachata, reggaetón, pop and rock and to discuss the evolution of these genres over time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
Mar-April	<p>20.1. Identify the sounds of various genres of Latin music.</p> <p>20.2. Identify renowned artists and popular song titles representative of each genre of Latin music studied.</p> <p>20.3. Discuss the historical roots and evolution of the most popular genres of Latin music.</p> <p>20.4. Discuss the influence of Latin music in the US (past, present, and future).</p>	<ul style="list-style-type: none"> • What is your favorite genre of Latin music and why? • What are the identifying sounds of each genre of Latin music studied? • What is the place of origin and historical roots of each genre? • What are some popular artists and song titles for each genre? • How would you explain the recent surge in popularity of Latin music in the US? 	<p>Materials and learning activities</p> <p>Realidades 3 chpt. 2 (select vocabulary and readings)</p> <p>Ya Verás 3 chpt. 9</p> <p>“La Bamba” pgs. 228-231</p> <p>“El Tango” pgs. 235-237</p> <p>“La música mariachi” pgs. 238-241</p> <p>“El Flamenco” pgs. 244-245</p> <p><i>Read and Think Spanish</i> (McGraw Hill)</p> <p>“Bailando al son de merengue” pg. 124</p> <p>“El arte flamenco” pgs. 126-127</p> <p>“El reggaetón está rankeao” pgs. 128-129</p> <p>“El tango: pasión en la pista” pgs. 130-131</p> <p>“Las sevillanas” pgs. 132-133</p> <p>“El mariachi” pg. 134</p> <p>“Celia Cruz” pg. 94</p> <p>“Andrés Segovia” pgs. 100-101</p> <p>Film <i>Flamenco</i> (2003) by Carlos Saura (select songs and dance numbers)</p> <p>Movie <i>La Bamba</i> (1987) directed by Luis Valdez and all accompanying comprehension and discussion activities by Applause Learning Resources</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 20: The students will be able to identify the sounds and popular artists of various genres of Latin music such as mariachi, flamenco, tango, merengue, salsa, bachata, reggaetón, pop and rock and to discuss the evolution of these genres over time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>CDs or videos sampling each genre. (If teacher does not have access to all desired artists, groups and titles, students may volunteer to bring in select songs for extra credit.</p> <p>Assessment <i>La Bamba</i> Movie Quiz—Applause Learning Resources</p> <p>Listening Comprehension Quiz—Students will listen to a select song and fill in the blanks with the lyrics that have been deleted.</p> <p>Listening Comprehension Exam—Students will identify the genre, artist or song title of music studied in class.</p> <p>Cumulative, teacher-generated exam covering all readings.</p> <p>Interpretive (Knowledge, Comprehension) Complete the reading comprehension and discussion questions following each assigned text.</p> <p>Interpersonal (Knowledge, Comprehension, Application) Think-Pair-Share with a partner after completing the discussion questions in preparation for class discussion.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Qué nos traerá el futuro?	
		Goal 20: The students will be able to identify the sounds and popular artists of various genres of Latin music such as mariachi, flamenco, tango, merengue, salsa, bachata, reggaetón, pop and rock and to discuss the evolution of these genres over time.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Presentational (Synthesis)</p> <p>Students will select a genre of Latin music and prepare a 10 minute Power Point Presentation covering the historical roots of the genre, its evolution over time and current artists and hit titles. Students should also incorporate examples of the music by the artists discussed into the presentation. To be graded according to an Oral Assessment Rubric. Power Point and music will also be graded according to a pre-assigned rubric.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	Grade Level/Subject: Spanish III Honors	Goal 21: The students will be able to talk about archaeological discoveries, mysteries past and present, and the myths and legends of pre-Colombian civilizations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May-June	<p>21.1. Talk and write about archaeology and mysteries past and present.</p> <p>21.2. Read and listen with comprehension to information about archaeology and mysteries past and present.</p> <p>21.3. Describe the creations and contributions of ancient civilizations.</p> <p>21.4. Identify famous archaeological sites in the Spanish-speaking world?</p> <p>21.5. Re-tell their favorite pre-Colombian myth or legend using their own words.</p>	<ul style="list-style-type: none"> • Why is the work of archaeologists so important? • What are some creations and contributions left to us by pre-Colombian indigenous civilizations? • What do you find the most fascinating about the ancient Aztec, Maya and Inca civilizations? • Where do you think will become of our present civilization in the next thousand years? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 292-295, 298-323 Realidades 3 Student workbook pgs. 91-102</p> <p>Assessment: Realidades 3 Assessment Program Quizzes 7-1, 7-2 pgs. 149-152 (vocabulary) Quizzes 7-4, 7-5 pgs. 157-160 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 cultural reading comprehension with follow-up activities pgs. 54-57 “El Iztaccíhuatl y el Popocatepetl”</p> <p>Realidades Reading and Writing for Success Test 28 “Mitos sobre Cristóbal Colón y sus viajes”</p> <p>Realidades 3 WAV workbook chapter 7 audio comprehension activities 1-5 Realidades 3 WAV workbook chapter 7 writing activities 6-13 Realidades 3 WAV workbook chapter 7 video activities 14-17 “¿Cómo se explican los misterios del mundo?”</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 21: The students will be able to talk about archaeological discoveries, mysteries past and present, and the myths and legends of pre-Colombian civilizations.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The students will be able to:		<p>Scenario: You are discussing ancient Indian civilizations with a friend. Ask your friend what interested him/her most about the Aztec, Maya, and Inca civilizations. You will then respond to the question yourself. Close your discussion by asking your friend what he/she believes will become of our present civilization in the next thousand years.</p> <p>Realidades 3 Situation Cards chpt. 7 2a & 2b</p> <p>Presentational (Synthesis)</p> <p>Working in small groups, students are to select a favorite pre-Colombian myth or legend to re-enact as a dramatic presentation for the class. (All myths and legends must be pre-approved by the teacher). Students are to re-tell the story using their own words. Groups should also be as visually creative and true to the text as possible when designing costumes and stage props.</p> <p>To be graded using an Oral Assessment Rubric and a dramatic production rubric.</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: ¿Mito o realidad?	
		Goal 22: The students will be able to discuss mysteries past and present more eloquently by incorporating the following verb related concepts: the conjugations of the present subjunctive; the uses of the present subjunctive in noun clauses, adjective clauses and adverb clauses; the present perfect subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May-June	<p>22.1. Use the present subjunctive to express will and volition, emotion, opinion, doubt and negation.</p> <p>22.2. Differentiate between the uses of temporal and conditional conjunctions.</p> <p>22.3. Differentiate between references to definite and indefinite antecedents.</p> <p>22.4. Correctly use the present perfect subjunctive in various contexts.</p> <p>22.5. Write their own legend about someone or something from the past.</p>	<ul style="list-style-type: none"> What is the most unusual thing that has ever happened to you? What mystery past or present do you find most fascinating? How does the use of the subjunctive in Spanish differ from expressing similar ideas of will, volition, emotion, opinion, doubt or negation in English? How does the use the subjunctive with conditional conjunctions differ from its use with temporal conjunctions in Spanish? What are some sentence clues that let you know whether or not one is referring to a definite or a still indefinite antecedent? How will this affect your use of the subjunctive in the sentence? What are some examples of contexts in which one might use the present perfect subjunctive in Spanish? 	<p>Materials and learning activities Realidades 3 Textbook pgs. 292-295, 298-323 Realidades 3 Student workbook pgs. 91-102</p> <p>Una Vez Más pgs. 60-70 (present and present perfect subjunctive)</p> <p>Assessment Realidades 3 Assessment Quiz 3-8 pg. 73 (subjunctive regular conjugations) Quiz 3-9 pg. 74 (subjunctive irregular verbs) Quiz 3-10 pg. 75 (subjunctive stem-changing verbs) Quiz 4-3 (subjunctive with verbs of emotion) Quiz 5-7 (present perfect subjunctive)</p> <p>Quiz 7-3 pg. 153 (present and present perfect subjunctive with expressions of doubt) Test 1 chpt. 7 pgs. 154-156 (vocabulary and subjunctive) Quiz 7-7 pg. 162 (subjunctive in adjective clauses) Test 2 chpt. 7 pgs. 163-165 (vocabulary and subjunctive)</p> <p>Cumulative exam chpt. 7 pgs. 166-169 Listening, Reading, Writing, Speaking and Culture</p> <p>Una Vez Más chpt. 4 exam 1 or 2</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Mito o realidad?	
		Goal 22: The students will be able to discuss mysteries past and present more eloquently by incorporating the following verb related concepts: the conjugations of the present subjunctive; the uses of the present subjunctive in noun clauses, adjective clauses and adverb clauses; the present perfect subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>Interpretive (Knowledge, Comprehension) Realidades Reading and Writing for Success Test 34 “Una leyenda afrocubana”</p> <p>In preparation for the AP exam, have students complete the paragraph completion activity filling in the blanks with a word in Spanish that is both logical and grammatically correct. Realidades Pre-AP Resource Book chpt. 7 pg. 154</p> <p>Interpersonal (Knowledge, Comprehension, Application) Informal Speaking Scenario: A writer for your school newspaper, Miguel, is preparing an article about strange and weird occurrences in students’ lives. Tell him your story about the most unusual thing that has ever happened to you. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.7 student activity 2</p> <p>Presentational (Synthesis) Scenario: Now it’s your turn to invent a legend. Use your imagination and write a legend about an imaginary person or place from the past. Be sure to include several examples of the subjunctive in your legend.</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Mito o realidad?	
		Goal 22: The students will be able to discuss mysteries past and present more eloquently by incorporating the following verb related concepts: the conjugations of the present subjunctive; the uses of the present subjunctive in noun clauses, adjective clauses and adverb clauses; the present perfect subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The students will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			Realidades 3 textbook pgs. 328-329 Writing To be graded using a Written Assessment Rubric

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	Grade Level/Subject: Spanish III Honors	Goal 23: The students will be able to talk about the fusion of cultures in Spain and the Americas, and elaborate on the history of Spain and Latin America.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May-June	<p>23.1. Talk and write about the fusion of cultures in Spain before 1492.</p> <p>23.2. Talk and write about the fusion of different cultures in the Americas after the Europeans arrived.</p> <p>23.3. Listen with comprehension to information about cultural and social interaction and fusion.</p> <p>23.4. Understand the cultural perspectives of different ethnic groups in the United States.</p> <p>23.5. Read and understand a story based on historical facts.</p>	<ul style="list-style-type: none"> • What cultures left indelible footprints on the nation of Spain before 1492? • How would you describe the fusion of different cultures in the Americas after the arrival of the Europeans? • Why is there so much cultural diversity in the Americas today? • What do you find most interesting about the history of Spain? The history of Latin America? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 342-369 Realidades 3 Student workbook pgs. 107-117</p> <p>Assessment: Realidades 3 Assessment Program Quizzes 8-1, 8-2 pgs. 171-174 (vocabulary) Quizzes 8-4, 8-5 pgs. 179-182 (vocabulary)</p> <p>Interpretive (Knowledge, Comprehension) Realidades 3 reading comprehension with follow-up activities pgs. 376-379 “El último sol” (fragmento adaptado)</p> <p>Realidades 3 WAV workbook chapter 8 audio comprehension activities 1-5 Realidades 3 WAV workbook chapter 8 writing activities 6-13 Realidades 3 WAV workbook chapter 8 video activities 14-17 “Unas herencias ricas”</p> <p>Interpersonal (Knowledge, Comprehension, Application) Scenario: You are talking with a friend about the influence of other cultures in Spain. Ask your friend for some specific examples of this influence over the centuries. You will then describe the</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	<u>Grade Level/Subject:</u> Spanish III Honors	Goal 23: The students will be able to talk about the fusion of cultures in Spain and the Americas, and elaborate on the history of Spain and Latin America.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>architecture in Spain that you like the most and discuss its cultural roots. Realidades 3 Situation cards chpt. 8 1a & 2a</p> <p>Presentational (Synthesis) Informal Writing Scenario: You won a free trip with your family to your favorite city on a radio contest. Write a postcard to your friend back home describing the following: All the things you have seen so far, what restaurants you have visited, what historical sites are in the city, and the quality of your hotel. You will have 10 minutes to complete this task. To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.8 student activity 3</p>

Suggested days of Instruction	Curriculum Management System Grade Level/Subject: Spanish III Honors	Big Idea: ¿Mito o realidad?	
		Goal 24: The students will be able to talk about the fusion of cultures in Spain and the Americas more eloquently by incorporating the following verb related concepts: the conjugations of the imperfect subjunctive; the uses of the imperfect subjunctive; hypothetical situations with <i>si</i> clauses; present vs. imperfect subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May-June	<p>24.1. Discuss the cultural diversity found in the United States as a whole and within the local community?</p> <p>24.2. Identify towns and cities in the U.S. with a rich Hispanic heritage.</p> <p>24.3. Differentiate between the uses of the present subjunctive and the imperfect subjunctive.</p> <p>24.4. Form hypothetical statements in Spanish.</p>	<ul style="list-style-type: none"> • What cultures are represented in your local area? How do these diverse cultures benefit your community? • What are some towns and cities in the U.S. that have an important Hispanic heritage? • What are some context clues to let you know whether you should use the present subjunctive or the imperfect subjunctive? • How does the formation of hypothetical situations differ in English and Spanish? 	<p>Materials and learning activities: Realidades 3 Textbook pgs. 342-369 Realidades 3 Student workbook pgs. 107-117</p> <p>Una Vez Más pgs. 70-78 (imperfect subjunctive, conditional)</p> <p>Assessment: Realidades 3 Assessment Program Quiz 8-3 pg. 175 (conditional) Exam 1 chpt. 8 (vocabulary and conditional) Quiz 8-6 pg. 183 (imperfect subjunctive) Quiz 8-7 pg. 184 (imperfect subjunctive with <i>si</i>) Exam 2 chpt. 8 (vocabulary, imperfect subjunctive)</p> <p>Cumulative exam chpt. 8 pgs. 188-191 Listening, Reading, Writing, Speaking and Culture</p> <p>Una Vez Más chpt. 4 exam 1 or 2</p> <p>Interpretive (Knowledge, Comprehension) Realidades Reading and Writing for Success Test 35 "La herencia hispana en los EEUU"</p> <p>In preparation for the AP exam, have students complete the paragraph completion activity filling in the blanks with a word in Spanish that is both</p>

Suggested days of Instruction	Curriculum Management System <u>Grade Level/Subject:</u> Spanish III Honors	Big Idea: ¿Mito o realidad?	
		Goal 24: The students will be able to talk about the fusion of cultures in Spain and the Americas more eloquently by incorporating the following verb related concepts: the conjugations of the imperfect subjunctive; the uses of the imperfect subjunctive; hypothetical situations with <i>si</i> clauses; present vs. imperfect subjunctive.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
			<p>logical and grammatically correct. Realidades Pre-AP Resource Book chpt. 8 pg. 157</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p> <p>Scenario: You are discussing the cultural heritage of your community with a friend. Discuss which cultures are represented in your local area and how these diverse cultures benefit the community. Realidades 3 chpt. 8 Situation cards 2a & 2b</p> <p>Presentational (Synthesis) Formal Speaking</p> <p>Scenario: Imagine that you must give a formal presentation describing your favorite city in the world. Include in your presentation a brief description of the city, what historical influences have served to shape this city, and why you like to go there. Be sure to synthesize information and/or examples from the given audio and printed sources into your own ideas.</p> <p>To be scored according to the AP Spanish Language Scoring Guidelines. Realidades Pre-AP Resource Book chpt.8 student activity 2</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	Grade Level/Subject: Spanish III Honors	Goal 25: The students will be able to read with comprehension the literary selections <i>Don Quijote de la Mancha</i> and <i>Como agua para chocolate</i> and to discuss idealism vs. realism, and magical realism.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
May-June	<p>25.1. Read contemporary and classic pieces of literature.</p> <p>25.2. Define idealism vs. realism and discuss how these ideas are exemplified throughout the novel <i>Don Quijote de la Mancha</i>.</p> <p>25.3. Define magical realism and discuss how this literary concept is exemplified throughout the novel <i>Como agua para chocolate</i>.</p>	<ul style="list-style-type: none"> At what is Cervantes' classic novel intended to poke fun? Can a book be dangerous? Why have some books been banned? Give specific examples. What does Cervantes criticize through don Quijote de la Mancha? If you were a writer, what aspect of society would you satirize? If you were a knight errant like don Quijote, what evils of the world would you like to correct? Why? What has helped make <i>Como agua para chocolate</i> so famous? What are some specific examples of magical realism found in the book/movie <i>Como agua para chocolate</i>? What recipe from Tita's cookbook diary would you most like to sample? Why? 	<p>Materials and learning activities</p> <p><i>Don Quijote de la Mancha</i> (excerpts from throughout the intermediate edition and also episode found in Realidades pgs. 330-333)</p> <p><i>Como agua para chocolate</i> (excerpts from throughout the book by Laura Esquivel or just the first chapter also found in Ya Verás 3 pgs.356-360)</p> <p>Movie <i>Como agua para chocolate</i> and all accompanying comprehension and discussion activities by Applause Learning Resources</p> <p>Assessment</p> <p><i>Don Quijote</i> Teacher-generated vocabulary and comprehension quiz at the end of each chapter.</p> <p><i>Como agua para chocolate</i> Movie Quiz/Test—Applause Learning Resources</p> <p>Interpretive (Knowledge, Comprehension) Have students complete the reading comprehension activities at the end of each chapter or excerpt.</p> <p>Interpersonal (Knowledge, Comprehension, Application)</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 25:</u> The students will be able to read with comprehension the literary selections <i>Don Quijote de la Mancha</i> and <i>Como agua para chocolate</i> and to discuss idealism vs. realism, and magical realism.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		<p>Have students answer the pre-reading, anticipatory questions for each section of the novels and then share their reflections with the class.</p> <p>Have students answer the discussion questions (¿Qué opinas?) at the end of each chapter and then share their opinions first with a partner and then with the class as a whole.</p> <p>Presentational (Synthesis)</p> <p><i>Don Quijote de la Mancha</i></p> <p>Scenario: You are Don Quijote living in 17th century Spain. With a partner or a small group of students select one of your favorite adventures of the knight errant to re-enact for the class. Your dramatic skit should be as faithful as possible to the original text while also fostering creativity and a sense of humor. To be graded using an Oral Assessment Rubric.</p> <p><i>Como agua para chocolate</i></p> <p>Scenario: You have been selected as the new cook after Tita's tragic departure from the ranch. Working alone or with a partner, select a traditional Mexican recipe to prepare for the class. (All recipes must be pre-approved by the teacher.) On your assigned day, you will also perform a "live" cooking show to demonstrate for the class the step by step process necessary for preparing your special dish. After your demonstration, all will sample your tasty dish or beverage. To be graded using an Oral Assessment Rubric.</p>

Suggested days of Instruction	Curriculum Management System	Big Idea: ¿Mito o realidad?	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 25:</u> The students will be able to read with comprehension the literary selections <i>Don Quijote de la Mancha</i> and <i>Como agua para chocolate</i> and to discuss idealism vs. realism, and magical realism.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System	Big Idea:	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 26:</u> The student will be able to	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	26.1.	•	•

Suggested days of Instruction	Curriculum Management System	Big Idea:	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 27:</u> The student will be able to	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	27.1.	•	•

Suggested days of Instruction	Curriculum Management System	Big Idea:	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 28:</u> The student will be able to	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	28.1.	•	•

Suggested days of Instruction	Curriculum Management System	Big Idea:	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 29:</u> The student will be able to	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	29.1.	•	•

Suggested days of Instruction	Curriculum Management System	Big Idea:	
	<u>Grade Level/Subject:</u> Spanish III Honors	<u>Goal 30:</u> The student will be able to	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)	Essential Questions Sample Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	The student will be able to:		
	30.1.	•	•

Spanish III Honors

COURSE BENCHMARKS

1. The students will be able to talk about school and non-school daily activities and to describe their day before and after school.
2. Students will review for mastery the following verb related concepts: the present tense of regular, irregular, spelling change and stem-changing verbs, and reflexive verbs.
3. The students will be able to talk about weekend activities and to describe special events and celebrations.
4. Students will practice for mastery the following verb related concepts in order to express likes, dislikes and other similar ideas: *gustar* and other verbs like *gustar*.
5. The students will be able to describe memorable outdoor experiences and athletic competitions.
6. Students will be able to narrate events in the past by reviewing and practicing for mastery the following verb related concepts: the preterite conjugations of regular, irregular, spelling change and stem-changing verbs; the imperfect conjugations of regular and irregular verbs; the uses of the preterite vs. the imperfect in context; and verbs with different meanings in the preterite.
7. The students will be able to read with comprehension the literary selections *Lazarillo de Tormes* and *Marianela* and to discuss similar experiences from their own lives.
8. The students will be able to talk about the arts, give an opinion about a work of art and relate the arts to their own experience.
9. The students will be able to compare and contrast works of art by reviewing for mastery the following adjective related concepts: noun-adjective agreement, comparisons of similarity and difference, and the superlative.
10. The students will be able to describe works of art by incorporating the following verb related concepts: *ser* vs. *estar* in context; *estar* + past participle; and *ser* + past participle.
11. The students will be able to discuss some important artists of the Spanish-speaking world and their works by reviewing and practicing for mastery the following pronoun related concepts: the use and placement of direct object, indirect object, and reflexive pronouns; the impersonal *se*.
12. The students will be able to discuss the historical events surrounding many celebrated works of art by including the following verb tenses in their narration of the past: present perfect and past perfect.
13. The students will be able to discuss the following Mexican artists and their most famous works: Frida Kahlo, José Guadalupe Posada, Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros.
14. The students will be able to discuss the following Spanish artists of the twentieth century and their most famous works and periods: Pablo Picasso, Salvador Dalí, Joan Miró, Remedios Varo and Antoni Gaudí.
15. The students will be able to discuss the following Spanish artists of the XVII-XIX centuries and their most famous works and periods: El Greco, Diego Velázquez, and Francisco de Goya.
16. The students will be able to talk about recent and future scientific and technological advances and the impact of these on our lives.
17. The students will be able to express their thoughts on what the future holds by practicing for mastery the following verb related concepts: the future tense, future of probability, future perfect, and the conditional tense.
18. The students will be able to talk about local and global environmental concerns and discuss how to solve some of these growing problems.
19. The students will facilitate their debate of environmental issues and endangered species by practicing for mastery the following grammar related concepts: relative pronouns, positive and negative expressions, and the uses of *por* vs. *para*.

- 20.** The students will be able to identify the sounds and popular artists of various genres of Latin music such as mariachi, flamenco, tango, merengue, salsa, bachata, reggaetón, pop and rock and to discuss the evolution of these genres over time.
- 21.** The students will be able to talk about archaeological discoveries, mysteries past and present, and the myths and legends of pre-Colombian civilizations.
- 22.** The students will be able to discuss mysteries past and present more eloquently by incorporating the following verb related concepts: the conjugations of the present subjunctive; the uses of the present subjunctive in noun clauses, adjective clauses and adverb clauses; the present perfect subjunctive.
- 23.** The students will be able to talk about the fusion of cultures in Spain and the Americas, and the history of Spain and Latin America.
- 24.** The students will be able to narrate myths and legends more eloquently by incorporating the following verb related concepts: the conjugations of the imperfect subjunctive; the uses of the imperfect subjunctive in noun clauses, adjective clauses and adverb clauses; hypothetical situations with the conditional and the imperfect subjunctive; present vs. imperfect subjunctive.
- 25.** The students will be able to read with comprehension the literary selections *Don Quijote* and *Como agua para chocolate* and to discuss idealism vs. realism, and magical realism.