

SPANISH III CURRICULUM

Theme	**Communication	Cultures	Comparisons	Connections	Communities
School	<p>Talk about classes, homework, school, school-day and compare school subjects using the comparative structure.</p> <p>Read a school schedule to talk about course offerings including start/end times.</p> <p>Present personal school schedule including materials needed, begin/end times, difficulty, and compare one's schedule to that of another student.</p> <p>View the video "<i>La Catrina</i>" to identify and describe main characters and details and to discuss the development of the story.</p>	<p>Describe course offerings, grading systems, report card, and levels of education in the Spanish-speaking world with focus on Mexico.</p> <p>Explain the importance of school uniforms.</p>	<p>Compare similarities and differences between schooling in the US and the Spanish-speaking world.</p>	<p>Survey classmates about classes, requirements for graduation, lunch times, activities, and graph results.</p> <p>Design a textbook cover for a class of choice.</p>	<p>Visit or contact a local school that uses school uniforms and describe the benefits.</p> <p>Interview exchange students and inquire about educational practices in their home country.</p>

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<p>Daily Routines</p>	<p>Describe a typical day including preferred extra-curricular activities and exchange information about those activities with other classmates.</p> <p>Present a visual (photographs, drawings, or a video) of one’s daily routines and extra-curricular activities using the present.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Discuss extracurricular activities in a Guatemalan school.</p> <p>Explain the increasing popularity of soccer and the importance of the World Cup</p>	<p>Compare student’s extracurricular activities and routines in the US and those in the Spanish-speaking world.</p> <p>Compare the significance of soccer in the US and countries throughout the world.</p>	<p>Create a flow chart to organize a student’s day.</p> <p>Survey classmates about extracurricular activities and graph the results.</p>	<p>Interview a native speaker about routines, activities, family, pastimes and future plans.</p>

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Clothing	<p>Describe clothing in detail, indicating clothing style, size, material, type of payment and personal preferences.</p> <p>Exchange information about clothes/shoes purchases in a client/clerk situation.</p> <p>Present information about a clothing/shoe purchase recently made using the pretetite.</p> <p>View the video “<i>La Catrina</i>” to reinforce themed vocabulary and to identify main points and to discuss the development of the story</p>	<p>Discuss the currency used in Spain and in Latin American countries and its value.</p> <p>Discuss the origin, meaning, and the intricate design of the <i>Mola</i>.</p>	<p>Compare fashion styles and purchasing habits between the US and the Spanish-speaking world.</p>	<p>Select a country and design a line of clothing, for a particular season including logo and price in the currency of that country.</p> <p>Research how the style of the shoe has reflected social and cultural trends.</p> <p>-Discuss the history of textiles and clothing throughout the world.</p> <p>-Calculate the cost of clothing/shoes previously purchased using three different currencies in Latin American countries.</p>	<p>Visit or contact a local business to obtain a job application and complete it for possible employment.</p> <p>Bring an ad about clothing or shoes from a local newspaper or magazine in the target language and discuss the contents.</p>

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Leisure Time Activities	<p>Discuss sports, equipment needed and leisure time activities using the present and preterite.</p> <p>Exchange detailed information about a game or activity in which one participated or viewed.</p> <p>Present information about how a sport or activity was learned.</p> <p>View “La Catrina” to reinforce key vocabulary, to identify main points and to discuss development of the story.</p>	<p>Discuss the art works of Rivera and Frida Kahlo and what their works tells about them.</p> <p>Discuss leisure-time activities in Spanish-speaking countries.</p> <p>Identify types of dance in the Spanish-speaking world such as meringue, tango, rumba, and salsa.</p> <p>Explain the significance of a mural in the world of art.</p>	<p>Compare leisure time activities between the US and Spanish-speaking countries.</p>	<p>Conduct a survey to obtain information about which sports/leisure activities classmates participated in last semester/year and graph the results.</p>	<p>Select three personalities from the world of sports, music or art and explain how each has contributed to and enriched his/her respective field.</p> <p>Locate examples of murals in the community or in books and explain their message.</p>

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Childhood	<p>Talk about childhood activities in the imperfect.</p> <p>Exchange information about childhood in reference to toys, songs, nursery rhymes, pets, animals and fables.</p> <p>Use pictures to present information about childhood experiences including family, school, and leisure-time.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Understand how experiences in Jose Marti’s early life affected his later life.</p> <p>Discuss childhood activities in Spanish-speaking countries.</p> <p>Discuss the role of pets in Spanish-speaking countries and the US.</p>	<p>Compare childhood activities between the US and Spanish-speaking countries.</p> <p>Compare nursery school, rhymes and songs in Spanish speaking countries and the US.</p>	<p>Interview parents or older relatives about their childhood and explain in writing.</p> <p>Investigate what your community was like fifty years ago and explain the changes that have occurred.</p> <p>Listen to and sing childhood Spanish songs.</p>	<p>Visit a nursery school or daycare center and teach the children songs in the Spanish.</p> <p>Locate a nursery school that teaches Spanish to children.</p> <p>Interview a Spanish speaker to acquire information about childhood experiences and preferences.</p>

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Special Occasions	<p>Name and talk about members of an extended family.</p> <p>-Exchange information about special family occasions, appropriate attire, holidays, inappropriate behavior and other celebrations.</p> <p>-Present information about a family celebration or holiday.</p> <p>-View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p> <p>-Present information about a family celebration or holiday.</p>	<p>Discuss how cultures adopt, often in altered form, aspects and traditions of other cultures.</p> <p>Discuss the history of the piñata.</p> <p>Explain cultural perspectives on teen attire and parties.</p>	<p>Compare similarities and differences of a holiday(s) and special events in the US and Spanish-speaking countries.</p> <p>Compare how Independence day is celebrated in the US and the Spanish-speaking world.</p>	<p>Write a letter to a pen pal describing how a traditional American holiday and/or family celebration are celebrated including family members that attend, food served and activities.</p>	<p>Visit stores in the community to search for cards in Spanish (quinceañera, bautismo, cumpleaños) and purchase a card to share with the class.</p>

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Luxuries and Necessities	<p>Talk about personal possessions and those of others. State and defend opinions regarding what are a necessity and a luxury.</p> <p>Exchange information about personal possessions/luxuries and their importance.</p> <p>Present one's own personal luxuries/necessities to the class using a visual.</p> <p>View the video "La Catrina" to reinforce themed vocabulary and to identify main points and to discuss the development</p>	<p>Discuss the history and contributions of the Aztecs, Mayas and Incas.</p>	<p>Compare and contrast household items/ personal possessions and their cultural relevance in the US and the Spanish-speaking world.</p> <p>Compare what is considered a luxury/necessity in the US and the Spanish-speaking world.</p>	<p>Design an advertisement to promote a luxury item including its purpose, benefits and cost in a Latin American currency. Review possessive adjectives (short form)</p> <p>Possessive adjectives (long form)</p> <p>Possessive pronouns</p> <p>Review uses of ser</p>	<p>Locate instructions/ads/warning labels of products in Spanish and share with class.</p>

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<p>Shopping</p>	<p>Tell about location of places in a community, ask and give directions, and locate items in stores.</p> <p>Exchange information about the various types of stores and products sold in those stores.</p> <p>Present information about a particular store/shop including its location in the community, directions to, and a description of its internal layout end expressing where various items can be found in the store.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Describe bargaining procedures in Latin American market.</p> <p>Explain the concept of the barrio.</p>	<p>Compare the bargaining process and products available in stores in the US and Spanish-speaking countries</p> <p>Compare subways of Mexico and the US.</p> <p>Compare plazas of Madrid, Mexico and the US.</p>	<p>Select three stores in the community and express the distance between home and each store in kilometers.</p>	<p>Locate services in the community where the Spanish language is used.</p> <p>Discuss the importance of being a bilingual employee in shops and stores.</p>

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<p>Accidents and Illness</p>	<p>Tell how an accident occurred, medical treatment received, ambulance service and an emergency room visit.</p> <p>Exchange information regarding a sports injury, illness or accident using the preterite.</p> <p>Present information about a medical emergency using the preterite and imperfect progressive.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Identify health care practices in the Spanish-speaking world.</p>	<p>Compare pharmacies and their services/products available in Latin America and the United States.</p>	<p>Survey classmates to find out how many has been a patient in an emergency facility, giving age, reason and treatment.</p>	<p>Design a poster to be displayed in a health facility which includes illnesses/infections and how to protect oneself against them.</p>

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Movies and Television	<p>Talk about a movie or a TV program and summarize the plot.</p> <p>Exchange information about TV programs and movies including the characters and settings.</p> <p>Create a television guide of personal preferences and present it to the class.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Discuss movies and television programs in the Spanish-speaking world.</p>	<p>Compare soap operas in Latin America and the United States.</p> <p>Compare television influence on teens in the US and the Spanish-speaking world.</p>	<p>Watch a TV program or movie and write a newspaper/magazine review of it.</p>	<p>Locate a Spanish TV channel and watch either a game show or variety show and report to the class information about entertainers, music, and participants.</p>

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Future	<p>Discuss various professions and their job requirements.</p> <p>Exchange information about career plans including skills needed.</p> <p>Make and present predictions about what homes and career opportunities will be like.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Talk about attitudes towards the future in Spanish speaking countries.</p> <p>Discuss possible future professions in Spanish-speaking countries.</p>	<p>Compare attitudes toward the future in Latin America and the United States.</p> <p>Compare environmental impact of tourism in the United States and the Spanish-speaking world.</p>	<p>Create a job ad and conduct a mock interview for the job.</p> <p>Design a poster of the house of the future.</p> <p>Write help wanted ads.</p>	<p>Contact a local environmental agency to obtain information about how solar energy is and will be used.</p>

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Travel	<p>Talk about a future or imaginary plane trip to a Spanish speaking country including arrangements, and tourist activities.</p> <p>Give advice/make recommendations about what to do and see on a trip to a Spanish speaking country using formal commands.</p> <p>Exchange information about travel arrangements, tourist accommodations and activities with an agent.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Discuss the variety of travel accommodations in Spain.</p>	<p>Compare travel accommodations in the US to those in Spain.</p> <p>Compare Spanish and US perspectives on spending money on vacation.</p>	<p>Select a Spanish-speaking country and create a transportation schedule which includes:</p> <ol style="list-style-type: none"> a. Departure/ arrival time using the 24 hour clock b. Distance to destination in kilometers. c. Cost of trip in the country’s currency. <p>Discuss consulates and their purpose.</p>	<p>Create a visual to attract Spanish-speaking tourists to your community.</p> <p>Identify services available for Spanish speakers at their country’s consulate.</p>

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<p>Meals</p>	<p>Talk about different types of foods, dishes and discuss nutrition.</p> <p>Exchange information about methods of food preparation and make suggestions for healthier eating habits.</p> <p>Demonstrate in the form of a cooking show how to make a favorite dish.</p> <p>View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Discuss food preparation customs including traditional foods and dishes in Spanish-speaking cultures.</p>	<p>Compare the tortilla of Mexico and Spain.</p>	<p>Choose an authentic dish and write a recipe using Ud. commands and/or the subjunctive.</p>	<p>Locate a Spanish restaurant and distinguish the difference between the foods of certain regions.</p> <p>Identify local Spanish language signs in restaurants and retail shops.</p>

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Outdoors	<p>Talk about popular outdoor activities and the environment expressing one’s own attitudes and opinions about the environment.</p> <p>-Exchange information about camping, nature, plants, animals and outdoor communities.</p> <p>-Present recommendations for an outdoor event including appropriate activities, conservation of wildlife, and the protection of the environment using the subjunctive.</p> <p>-View the video “La Catrina” to reinforce themed vocabulary and to identify main points and to discuss the development of the story.</p>	<p>Discuss health problems that tourists may encounter while traveling and explain why it may be unwise to drink water in unfamiliar places.</p>	<p>Compare environmental practices in the US and the Spanish-speaking world.</p>	<p>Organize a camping trip in a Spanish-speaking country describing the topographical and climatic aspects and the activities.</p> <p>Research and list the causes of both water and air contamination and create plans to resolve the issues.</p> <p>Write a haiku poem about nature and one’s feelings towards it.</p>	<p>Locate brochures in Spanish of local national and/or state parks and share with the class.</p> <p>Read information on workers that use Spanish at national parks or monuments.</p>

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STRUCTURES

School	Daily Routines	Clothing.	Leisure Time Activities
Review superlatives & comparisons tan... como, tanto... como Review direct object pronouns Review present tense of <i>tener</i> , <i>traer</i> , and <i>conocer</i>	Reflexive verbs Review stem-changing verbs (o→ue) (e→ie) and (e→i) Antes de, después de + infinitive	Review preterite tenses of AR, ER and IR verbs Demonstrative adjectives with pronouns	Preterite of ser Review preterite of hacer, querer, venir, estar, tener Preterite tense of poder, andar, poner, saber
Childhood	Special Occasions	Luxuries & Necessities	Shopping
Imperfect tense of verbs and ir, ver, ser	Stem-changing preterites (e→i) (pedir, servir, repetir, medir, conseguir, seguir, vestirse, dormir, morir, referir, sugerir, divertirse, sentirse) Preterite of dar Imperfect (all verbs) Reflexive reciprocal		Review of estar Review of present progressive and introduce stem changing present progressive. Negative/affirmative construction Impersonal se

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Accidents & Illnesses	Movies & Television	The Future	Travel
Imperfect progressive Preterite of caer(se), creer, leer, construir, destruir, incluir, oír Imperfect vs. imperfect (progressive) and preterite Review preterite of poner	Preterite vs. imperfect (all uses) Preterite of “J” verbs (conducir, decir, introducir, producir, reducir, traer)	Future tense (all conjugations) Future tense of irregulars: decir, hacer, haber, caber, poner, poder, querrir, tener, venir	Formal commands Review affirmative and negative familiar commands
Meals	Outdoors		
Present subjunctive of regular AR, ER, IR verbs (include car, gar, zar)	Present subjunctive of regular AR, ER, IR verbs (include car, gar, zar) Impersonal expressions Present subjunctive of ser and ir Present subjunctive of irregular verbs in the yo form (caerse, decir, hacer, poner, salir, tener, traer oír)		

This document is intended to provide parents and other stakeholders with a general idea of topics covered in Spanish I. Expertise of teachers in one area versus another, scheduling, assemblies, inclement weather, and other unforeseen circumstances may cause more or less time to be devoted to particular concepts. Individual questions/concerns regarding instructional delivery should be directed to the appropriate Spanish instructor.

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