

Spanish  
3

August

2016

Revised July 2016  
Developed July 2012

---

The Spanish 3 course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn  
Public Schools**

# Fair Lawn, NJ

# Fair Lawn School District

## Committee Credits

### Spanish 3 Plus World Language Team

Vincent Casamento

Jamie Reedy

Erica Shoemaker

Liliana Lopez, Supervisor

## Spanish 3

### I. Course Synopsis

The Spanish 3 curriculum involves placing the students in meaningful, realistic situations where they must use their language skills for authentic communication purposes. All aspects of language acquisition; writing, oral, reading and auditory skills are addressed with an emphasis on oral and auditory skills. Students are given the opportunity to take risks in the target language in simulated, yet practical situations. Cultural practices and products from people of different parts of the target-speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society.

### II. Philosophy & Rationale

#### A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

**The interpretive mode:** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

**The interpersonal mode:** Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

**The presentational mode:** Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

#### B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

#### C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate

language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

#### D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

### III. Scope & Sequence

There are eleven thematic units in Spanish I and nine thematic units in Spanish II. The goal of course is to study each unit over a period of approximately four weeks. In Spanish III, there are six units. Vocabulary, Language Functions, and Culture are embedded in each unit.

	September	October	November	December	January	February	March	April	May	June
Spanish 1	Where in the world?	Hola/Getting to Know You	What do I need for class?	Special Occasions	Mi casa es su casa	A trip to the zoo	Careers around me	What's Cooking?	How are you feeling?	What should I wear?/Am I late?
Spanish 2	Greetings	Weather and Seasons	Date and Months	Sports and Leisure activities	Let's go Shopping	Travel and Transportation	Spending time with new friends	In my school	Art	

Spanish 3	My family	My friends and I	A typical week	At home	Free Time	My Chores
--------------	-----------	---------------------	----------------	---------	-----------	-----------

#### IV. Unit Descriptions

##### Unit 1: My family

##### Enduring Understanding:

The family is a small unit that helps define a person and reflects the values and traditions of a society. The definition of family and home varies from culture to culture. Studying families can help us to greater understand the culture of a society.

##### Essential Questions:

1. How does an American family compare to that of a Hispanic family?
2. How does my family make me unique?

##### Can Do Statements:

- I can talk about family and relationships
- I can seek and provide personal information
- I can express possession
- I can say things people do

- I can describe people and things with *estar*

**Language Functions:**

- family relationship words
- possession
- adjectives
- possessive adjectives
- present tense –ir verbs
- the verb *estar*

**Benchmark Assessments/Suggested Activities:**

- TPR vocabulary activity
- create a family tree for their or an ideal family
- present the family tree providing details about each person and their relationship
- paired activities
- review game
- picture interpretation/description
- word games
- realia
- folding vocabulary sheet
- *El cuarto misterioso* video series
- journal entry

Spanish 3

7

**Unit 2: My friends and I****Enduring Understanding:**

In order to develop an understanding of other people and cultures an understanding of oneself is first necessary. Personal experiences shape a person in various ways. Examining the effects of these experiences on our lives can lead us to a deeper understanding of ourselves and others.

**Essential Questions:**

1. What do I like to do with my friends?
2. How does life in the Dominican Republic compare with life in the US?
3. How would I describe my friends?

**Can Do Statements:**

- I can say some things people do
- I can express an opinion
- I can state likes and dislikes
- I can describe people and things

**Language Functions:**

- Vocabulary related to leisure time activities
- Vocabulary related relationships with friends
- expressing likes and dislikes

- describing words (adjectives)
- using gustar to state likes and dislikes
- using 'a' to clarify or emphasis what you are saying
- ser vs. estar

### **Benchmark Assessments:**

- TPR vocabulary activity
- play charades to dramatize sports and musical performances
- prepare a report based on internet research about someone from the Dominican Republic
- identify the Dominican Republic on a map of Central America
- create and conduct a survey about the likes and dislikes of the class
- categorize activities based on personal likes and dislikes
- match vocabulary using opposites
- paired activities
- review game
- picture interpretation/description
- word games
- realia
- folding vocabulary sheet
- *El cuarto misterioso* video series
- journal entry

**Unit 3: A typical week****Enduring Understanding:**

What we do on a daily basis has a big impact on our lives. The way that we spend our time says a lot about what we value. A break from the everyday to celebrate special occasions also speaks to the values of a society.

**Essential Questions:**

- What does a typical week in my life look like?
- What do I do on special occasions?

**Can Do Statements:**

- I can describe everyday activities
- I can say what someone is going to do
- I can seek and provide personal information
- I can say what someone likes or dislikes
- I can express strong feelings
- I can talk about dates and holidays

**Language Functions:**

- electronic equipment
- weekly schedule
- leisure-time activities
- dates

- special days
- numbers (101 +)
- months of the year
- the verb *tener*
- expressing strong feelings with *¡qué (+ adj./noun)!*
- direct object pronouns
- the verb *venir*
- using the present tense to indicate future
- asking for and giving the date

### **Benchmark Assessments/Suggested Activities**

- identify special occasions on a calendar (US & Latin America)
- picture interpretation/description
- paired activities
- review game
- word games
- realia
- folding vocabulary sheet
- plan a trip to a Spanish speaking country
- design a birthday card
- Venn Diagram comparing teenagers in Costa Rica and those in the US
- *El cuarto misterioso* video series
- journal entry
- TPR vocabulary activity

**Unit 4: At home****Enduring Understanding:**

A home says a lot about a person and the community they reside in. In this unit students will discuss and explore how the common practices of their household compare to those of the target culture.

**Essential Questions:**

- What makes my house different from a house in South America?

**Can-Do Statements:**

- I can identify items in the kitchen and at the dinner table
- I can express obligations, wishes and preferences
- I can talk about everyday activities
- I can state an opinion
- I can discuss food and table items
- I can point out people and things
- I can describe a household
- I can tell what someone says
- I can say how someone is doing

**Language Functions:**

- kitchen objects
- table settings and cleanup

- foods
- rooms and floors of a house
- describing a home
- how someone is doing (expressions with *tener*)
- expressing obligations with *tener que* and *deber*
- stem changing verbs (eàie and eà i)
- demonstrative adjectives
- the verb *decir*
- expressing wishes with *querer* and *gustaría*
- review regular present tense verbs

**Benchmark Assessments/activities:**

- picture interpretation/description
- paired activities
- review game
- word games
- realia
- folding vocabulary sheet
- *El cuarto misterioso* video series
- journal entry
- compare/contrast table setting pictures
- odd word out
- draw and label a floor plan of your house
- house of your dreams

- picture prompt for tener expressions
- TPR vocabulary activity

### **Unit 5: Free-time**

#### **Enduring Understanding:**

How we spend our free time has a big impact on our lives. Our interests in sports, music, drama and the world help determine the experiences we have, the friends we meet, and the things we learn. Our identity is shaped by our hobbies and extracurricular activities. Lets keep enjoying the hobbies we already have and also explore what else is out there for us to discover.

#### **Essential Questions:**

- How do I spend my free time?

#### **Can-Do Statements:**

- I can talk about leisure time activities
- I can discuss sports
- I can say what someone can do
- I can discuss length of time
- I can describe what is happening
- I can talk about the seasons and weather
- I can indicate order

#### **Language Functions:**

- Vocabulary related to leisure time activities
- Vocabulary related to entertainment
- Vocabulary related to sports
- time expressions
- seasons
- Describing the weather
- ordinal numbers
- stem changing verbs (o à ue & u à ue)
- expressions with *hace*
- the present progressive
- review direct object pronouns
- using the present progressive with direct object pronouns
- present tense of *dar* and *poner*
- describing people using *-dor* or *-ista*

**Benchmark Assessments/activities:**

- picture interpretation/description
- paired activities
- review game
- word games
- realia
- folding vocabulary sheet
- *El cuarto misterioso* video series

- journal entry
- odd word out
- TPR vocabulary activity
- create an itinerary for a trip to Argentina
- What are they doing? (present progressive practice)
- translate popular movie titles from Spanish to English
- weather forecast
- Venn Diagram compare activities with classmate
- Create a survey to find out classmates favorite activities on a Friday night. Make a bar graph depicting findings.
- guess the athlete
- ordinal number game

### **Unit 6: My chores**

#### **Enduring Understanding:**

Students have a lot of responsibilities in and outside of the home. Exploring their contributions to the household helps students understand their value within the family unit and understand the necessity to be a team player.

#### **Essential Questions:**

- How do I contribute to my household?
- What's going on in my house?

#### **Can-Do Statements:**

- I can talk about household chores

- I can say what just happened
- I can ask for and offer help
- I can talk about the past
- I can identify and describe foods
- I can discuss food preparation

**Language Functions:**

- household chores
- foods
- shopping in a market
- review direct object pronouns
- indirect object pronouns
- acabar de + infinitive
- present of *oir* and *traer*
- present progressive

**Benchmark Assessments/activities:**

- picture interpretation/description
- paired activities
- review game
- word games
- realia

- folding vocabulary sheet
- *El cuarto misterioso* video series
- journal entry
- odd word out
- TPR vocabulary activity
- create a cooking video highlighting food vocabulary
- make a chore list for the house
- plan a party – say what everyone will bring

#### **V. Core Instructional Materials:**

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as [www.youtube.com](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com), [www.senorwooly.com](http://www.senorwooly.com), <https://www.youtube.com/user/papitus>
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com), [www.spanishspanish.com](http://www.spanishspanish.com)
- Our WL teacher website
- Navegando 1 (Textbook)
- *El cuarto misterioso* video series

#### **VI. Assessments**

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Rough Drafts

#### Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

### **VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students**

<b><u>Accommodations</u></b>
------------------------------

<u>Preferential seating</u>	<u>Repeating/ simplifying of directions</u>	<u>Ample use of visuals</u>	<u>Use of manipulatives</u>
<u>Strategic/flexible grouping and pairing</u>	<u>Clear visual, verbal and demonstrative modeling</u>	<u>Kinesthetic activities</u> <u>Rhythm, music, body movements</u>	<u>Use of graphic organizers</u>
<u>Ample wait time before calling on students</u>	<u>Think/Pair/Share</u>	<u>Teach vocab in context, and in small chunks</u>	<u>Frequent repetition</u>
<u>Student self-assessment, self-monitoring of progress</u>	<u>Have students set personal growth goals</u>	<u>Break down assignments into manageable parts/tasks</u>	<u>Learning centers or stations that address varied activities, skills, learning modalities</u>
<b><u>Speaking</u></b> <u>Provide:</u> <u>sentence starters</u> <u>processing time</u> <u>cues and prompts</u> <u>embedded choices</u> <u>practice time</u>	<b><u>Groups/Pairs</u></b> <u>Teach:</u> <u>rules and expectations</u> <u>skills of independence – bridging phrases,</u> <u>disagreeing agreeably,</u> <u>voice level</u> <u>strategies for moving in and out of groups</u> <u>signal for getting teacher’s attention</u>	<b><u>Reading</u></b> <u>Use:</u> <u>peer tutoring</u> <u>label main ideas</u> <u>label 5 W’s</u> <u>visual imagery</u> <u>graphic organizers</u> <u>Allow:</u> <u>Highlighting of key words/concepts</u> <u>Silent pre-reading</u>	<b><u>Writing</u></b> <u>Shorten task</u> <u>Require lists rather than sentences</u> <u>Allow:</u> <u>note-taking</u> <u>visual representation of ideas</u> <u>collaborative writing</u> <u>Brainstorm word bank</u> <u>Pre-writing with graphic</u>

	<u>Allow:</u> <u>Flexible grouping</u> <u>Adequate/extra time</u> <u>Assign group roles</u>	<u>Partner reading</u> <u>Teach:</u> <u>Pre-reading strategies</u> <u>'During' reading strategies</u> <u>Post-reading strategies</u>	<u>organizers</u> <u>Provide:</u> <u>Model of writing</u> <u>Structure for writing</u> <u>Fill-in-blank form for</u> <u>note-taking</u>
--	--	--	--

### VIII. New Jersey Core Curriculum Content Standards

- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>)

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

- 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.
- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

- *Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):*

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *Workplace readiness standards (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):*

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21<sup>st</sup> Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

### **VIII. Interdisciplinary Connections and Alignment to Technology standards**

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*
- 21st Century Life and Careers - *See above*