

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**HONORS SPANISH III**

**GRADES 10-12**

Date of Board Approval: May 12, 2016

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

<b>TITLE OF COURSE:</b>	Honors Spanish III	<b>SUBJECT:</b>	World Language	<b>GRADE LEVEL:</b>	10-12
<b>COURSE LENGTH:</b>	Year	<b>DURATION:</b>	51 minutes/day	<b>FREQUENCY:</b>	5 periods
<b>PREREQUISITES:</b>	Spanish I and II	<b>CREDIT:</b>	1	<b>LEVEL:</b>	III

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

**Major Text(s)/Resources:** Prentice Hall Realidades III

**Names of Spanish III Curriculum Writing Committee:** Sofia Anderson      Heather Bosnyak      Christopher Jackson  
Melissa Perrelli

## COURSE TIME LINE

<b>Unit #1: Unforgettable Days</b>	<b>24 days</b>
<ul style="list-style-type: none"><li>• Preterite Tense</li><li>• Imperfect Tense</li></ul>	
<b>Unit #2: How do you express yourself?</b>	<b>27 days</b>
<ul style="list-style-type: none"><li>• Preterite vs. Imperfect Tenses</li><li>• Ser vs. Estar</li><li>• Past Participles</li></ul>	
<b>Unit #3: Staying in Shape</b>	<b>28 days</b>
<ul style="list-style-type: none"><li>• Affirmative / Negative Commands (Tú, Usted, Ustedes)</li><li>• Reflexive and Object Pronouns with Commands</li><li>• Present Subjunctive Tense- Imposition of Will</li></ul>	
<b>Unit #4: How do you get along with others?</b>	<b>34 days</b>
<ul style="list-style-type: none"><li>• Present Subjunctive Tense- Emotions</li><li>• Por vs. Para</li><li>• Affirmative /Negative Commands (Nosotros)</li></ul>	
<b>Unit #5: Work and Community</b>	<b>44 days</b>
<ul style="list-style-type: none"><li>• Future Tense</li><li>• Perfect Tenses (Present Indicative/Subjunctive, Past/Future)</li><li>• Demonstrative Adjectives/Pronouns</li></ul>	
<b>TOTAL</b>	<b>157 days</b>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	24 days
<b>UNIT #1:</b>	Unforgettable Days	<b>GRADE:</b>	10-12

## STANDARDS:

### ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 • Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	24 days
<b>UNIT #1:</b>	Unforgettable Days	<b>GRADE:</b>	10-12

## UNDERSTANDINGS

The preterite and imperfect tenses are used to talk about the past and are conjugated differently.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

### KNOW

- Identify all forms of regular and irregular verbs in the preterite.
- Identify the forms of regular and irregular verbs in the imperfect.
- Memorize Spanish vocabulary related to camping, sports and emotions.

### DO

- Discuss athletic events and competitions in the past tenses in Spanish.
- Discuss weather and camping in the past tenses in Spanish.
- Comprehend thematic Spanish vocabulary when used in conversations presented by native speakers.
- Read fictional Spanish short stories and summarize in the target language.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	27 days
<b>UNIT #2:</b>	How do you express yourself?	<b>GRADE:</b>	10-12

## STANDARDS:

### ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 • Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 • Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	27 days
<b>UNIT #2:</b>	How do you express yourself?	<b>GRADE:</b>	10-12

<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p style="text-align: center;">The preterite and imperfect tenses have distinct uses in the past.</p>	
<p style="text-align: center;"><b>COMMON ASSESSMENTS/CULMINATING ACTIVITY</b></p>	
<p style="text-align: center;"><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Distinguish the uses of the preterite and imperfect tenses.</li> <li>• Distinguish the uses of ‘ser’ and ‘estar’, verbs that mean “to be”.</li> <li>• Form the past participle of verbs to be used with ‘estar’ as an adjective.</li> <li>• List modes of physical art and performing art.</li> <li>• Memorize vocabulary related to physical art and performing art.</li> </ul>	<p style="text-align: center;"><b>DO</b></p> <ul style="list-style-type: none"> <li>• Incorporating the four skills (listening, speaking, reading, writing), students will use both preterite and imperfect to communicate in Spanish.</li> <li>• Incorporating the four skills, students will use ‘ser’ and ‘estar’ to communicate in Spanish.</li> <li>• Classify pieces of art based on the mode in the target language.</li> <li>• Compare and contrast famous artists of Spain and Latin America in the target language.</li> <li>• Write a narration in Spanish using the preterite and the imperfect.</li> <li>• Describe situations in Spanish using ‘estar’ with the past participle as adjectives.</li> </ul>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	28 days
<b>UNIT #3:</b>	Staying in Shape	<b>GRADE:</b>	10-12

## STANDARDS:

### ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.



# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	28 days
<b>UNIT #3:</b>	Staying in Shape	<b>GRADE:</b>	10-12

<p style="text-align: center;"><b>UNDERSTANDINGS</b></p> <p style="text-align: center;">Wants, suggestions and demands can be expressed using the subjunctive mood in Spanish.</p>	
<p style="text-align: center;"><b>COMMON ASSESSMENTS/CULMINATING ACTIVITY</b></p>	
<p style="text-align: center;"><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Form affirmative and negative formal and familiar commands in Spanish.</li> <li>• Conjugate in the present tense of the subjunctive mood in Spanish.</li> <li>• Distinguish the uses of the subjunctive from the acronym WEIRDO (Wishing, Emotion, Impersonal Expression, Request, Doubt, Opinion).</li> <li>• Use the present subjunctive in subordinate clauses.</li> <li>• Memorize vocabulary in Spanish related to health, states of being and nutrition.</li> <li>• Place reflexive and object pronouns with affirmative and negative commands in Spanish.</li> </ul>	<p style="text-align: center;"><b>DO</b></p> <ul style="list-style-type: none"> <li>• Use formal and informal affirmative and negative commands to tell peers what to do in both spoken and written form in the target language.</li> <li>• Write a narration in Spanish demonstrating proper use of the present subjunctive.</li> <li>• Give advice in Spanish on maintaining one's health using the subjunctive and commands.</li> <li>• Evaluate and determine the cause of a speaker's ailment based on symptoms expressed in Spanish.</li> </ul>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	34 days
<b>UNIT #4:</b>	How do you get along with others?	<b>GRADE:</b>	10-12

## STANDARDS:

### ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 • Students understand and interpret written and spoken language on a variety of topics.
- 1.3 • Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 3.1 • Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 • Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	28 days
<b>UNIT #4:</b>	How do you get along with others?	<b>GRADE:</b>	10-12

<p style="text-align: center;"><b>UNDERSTANDINGS</b> Emotions can be expressed using the subjunctive mood.</p>	
<p style="text-align: center;"><b>COMMON ASSESSMENTS/CULMINATING ACTIVITY</b></p>	
<p style="text-align: center;"><b>KNOW</b></p> <ul style="list-style-type: none"> <li>• Identify verbs and expressions that use the subjunctive mood.</li> <li>• Recognize differences in usage of por and para.</li> <li>• Form the nosotros commands.</li> <li>• Memorize vocabulary related to quality of various relationships.</li> </ul>	<p style="text-align: center;"><b>DO</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the uses of por and para, prepositions with multiple translations in English, selecting the appropriate expression to use in a given situation in Spanish.</li> <li>• Read and summarize authentic poems in the target language and interpret the content.</li> <li>• Give commands using the nosotros form in order to resolve hypothetical conflict situations in the target language with thematic vocabulary.</li> </ul>

# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	44 days
<b>UNIT #5:</b>	Work and Community	<b>GRADE:</b>	10-12

## STANDARDS:

### ACTFL Standards:

- 1.1 • Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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# KNOW, UNDERSTAND, DO

<b>COURSE:</b>	Honors Spanish III	<b>TIME FRAME:</b>	44 days
<b>UNIT #5:</b>	Work and Community	<b>GRADE:</b>	10-12

## UNDERSTANDINGS

Spanish uses auxiliary verbs in conjunction with a past participle to form the perfect tenses, saying what has/had been done in both the indicative and subjunctive moods.

To speak about the more distant or uncertain future, Spanish uses a distinctive future tense conjugation.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Job application interview

### KNOW

- Memorize vocabulary on careers, volunteering in the community and the future.
- Conjugate verbs in the future tense.
- Conjugate present perfect indicative, pluperfect, future perfect and present perfect subjunctive tenses.
- Differentiate between demonstrative pronouns and adjectives.

### DO

- Interpret a legend in the target language in order to answer comprehension questions in Spanish by using context clues to find meaning of unfamiliar words.
- Compose a job application letter in the target language using thematic vocabulary and the perfect tenses from the unit.
- Hypothesize about future plans/careers using the future tense in the target language.
- Modify sentences to include demonstrative pronouns in lieu of repetition of nouns in the target language in both written and oral expression.

### **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

#### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

#### **SETTING**

- Preferential seating

#### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

#### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)