

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

Spanish 3 & Honors

Course Description

Spanish 3 SCP and Honors focuses on practical application of the target language. Emphasis lies on being able to communicate effectively in various thematic settings. It is structured in thematic units ranging from personal descriptions to travel and sightseeing. Students' listening skills are improved through daily exposure to level-appropriate Spanish in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve on their speaking, reading, writing and listening skills in the target language. Students in Honors Spanish 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate mid level of the ACTFL Performance Standards.

Practice Standards

Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.

Writers at the Intermediate Mid sublevel are able to meet a number of practical writing needs. They can write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics. Their writing is framed in present time but may contain references to other time frames. The writing style closely resembles oral discourse. Writers at the Intermediate Mid sublevel show evidence of control of basic sentence structure and verb forms. This writing is best defined as a collection of discrete sentences and/or questions loosely strung together. There is little evidence of deliberate organization. Intermediate Mid writers can be understood readily by natives used to the writing of non-natives. When Intermediate Mid writers attempt Advanced-level writing tasks, the quality and/or quantity of their writing declines and the message may be unclear.

At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.

Student Skills

- Students can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, and written language.
- In their own and other cultures, students can make comparisons between products and practices to help me understand perspectives.
- Students can interact at a functional level in familiar contexts.



Concepts	Essential Questions	Key Activities May Include:
<p><i>Para su referencia</i> (Preliminary Review)</p>	<ul style="list-style-type: none"> · How do I talk about the present and activities that people do regularly? · How do people express agreement and disagreement? · How can I discuss how I prepare for an activity? 	<p>Perform a skit about your daily routine</p> <p>Create a short video or music video on something that is familiar to the student</p>
<p><i>Soy lo que soy</i> (Identity)</p>	<ul style="list-style-type: none"> · How do I describe myself and others? · How does one identify who they are? · Why is it important to discuss identity? 	<p>Read the short stories “<i>¡El mundo es un pañuelo!</i>”, “<i>¡Cómo vuela el tiempo!</i>”, “<i>Una hija singular</i>”</p> <p>Listen to native speakers describe themselves</p> <p>Write a poem or short story about personal identity</p>
<p><i>La rutina diaria</i> (Daily Routine)</p>	<ul style="list-style-type: none"> · How do I discuss daily routines and personal care habits? 	<ul style="list-style-type: none"> · Read the following short stories: “<i>¡Qué tranquilidad!</i>”, “<i>No hay que complicar la felicidad</i>” <p>Create a presentation on your daily activities</p> <p>Play charades</p>
<p><i>Por la ciudad</i> (Around the City)</p>	<ul style="list-style-type: none"> · How do I navigate and guide others through a city? · How can I communicate effectively with someone from other places and cultures? · What do I do if I get lost? · How do people read pedestrian and traffic signs? 	<p>Create a map/build a model of my local community</p> <p>Take virtual tours of cities in Spanish-speaking countries</p> <p>Read the following stories: “<i>Unas huellas misteriosas</i>”, “<i>Las aventuras de Juan Bobo</i>”, “<i>El amante corto de vista</i>”</p> <p>Create skits/videos based on literature or movies</p>



Concepts	Essential Questions	Key Activities May Include:
<p><i>¡Ay, la vida doméstica!</i> (Around the House)</p>	<ul style="list-style-type: none"> · How do I discuss what needs to be done where I live? · How do I ask for or thank others for help? · How do I agree or refuse to help? 	<p>Read the following stories: “<i>¡No hay justicia!</i>”, “<i>El arco de Balam-Acab</i>”</p> <p>Make a video tour of your house (real or imaginary) and describe who does what specific areas within that living space</p> <p>Create a presentation or yourself, a family pet or cartoon/TV Show character doing certain domestic chores</p>
<p><i>El fin de semana y las vacaciones</i> (The Weekend and Vacation)</p>	<ul style="list-style-type: none"> · How do I talk about leisure time and activities/ events? · What is meant by “vacation”? · What are some current vacation trends? 	<p>Read short stories and online news sources</p> <p>Read the stories: “<i>Un gruñón simpático</i>”, “<i>Signos de puntuación</i>”, “</p> <p>Write emails and/or letters about what people did the previous weekend</p>
<p><i>¡Buen viaje!</i> (Travel)</p>	<ul style="list-style-type: none"> · How do I make travel arrangements? · What do I do if I lose my luggage? · What is considered polite and impolite? How do I greet people differently depending on their status? 	<p>Prepare to take a trip and purchase airline tickets based on the currency of the country</p> <p>Read the following stories: “<i>Con destino a Santiago</i>”, “<i>El abanico</i>”, “<i>La abeja haragana</i>”</p> <p>Write postcards and/or emails about your travel experiences to a friend</p>



Concepts	Essential Questions	Key Activities May Include:
<p><i>¡Siga la moda!</i> (Fashion)</p>	<ul style="list-style-type: none"> · What role does clothing play in culture? · How does weather affect clothing choices? 	<p>Create a clothing portfolio or magazine</p> <p>Organize a fashion show</p> <p>Shop for clothing online</p> <p>Read the following stories: “<i>El corbatín</i>”, “<i>El ratoncito</i>”</p> <p>Research cultural clothing</p> <p>Watch videos on how clothing is made</p>
<p><i>La salud y el bienestar</i> (Health and Wellness)</p>	<ul style="list-style-type: none"> · What is health and wellness? · How does culture shape the way health and wellness is viewed? · Is there a connection between health/wellbeing and the environment? 	<p>Play games that mimic workout routines</p> <p>Roleplay and conduct an interview with a famous athlete</p> <p>Read the stories: “<i>En un consultorio</i>”, “<i>El zorro que se hizo el muerto</i>”</p> <p>Read the poem: “<i>La Zorra y el Busto</i>”</p> <p>Practice yoga en español</p> <p>Write a wellness blog</p>
<p><i>Buen provecho</i> (Food and Culinary Exploration/Expression)</p>	<ul style="list-style-type: none"> · How does culture affect food? · What are the current food trends around the world? · Why is food prepared in certain ways in one country, but differently in another? 	<p>Make a cooking show video</p> <p>Write a review of a restaurant</p> <p>Read the stories: “<i>La especialidad de la casa</i>”, “<i>El cuadro mejor vendido</i>”</p> <p>Create a Youtube Channel sharing your favorite recipes</p>

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Priority Areas

Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.

Content Standards

The Content Standards describe what students should know and be able to do once within the area of mathematics.

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Resources

Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.

