



HONORS SPANISH III

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: MARCH 28, 2024

COURSE OVERVIEW

Title:	Honors Spanish III
Grade Level:	10-12
Level:	3
Length:	Full Year
Duration:	85 minutes
Frequency:	Alternating Days
Pre-Requisites:	Spanish II with recommendation of teacher
Credit:	1
Description:	Honors Spanish III expands upon the rigor of Spanish II with an emphasis on the use of the target language for communication. Most of the class is conducted in the target language with emphasis on the skills of listening, reading, speaking and writing. Students will be exposed to grammar lessons as part of interpretive activities to be followed by instruction. Students will be required to demonstrate increased proficiency through both prepared presentations and writings as well as impromptu interpersonal conversations. Students will be asked to make both cultural and linguistic comparisons at a deeper level than Spanish II, as well as connect to other aspects of life requiring critical thinking and problem solving using the target language. Students will be encouraged to find opportunities to use their acquired skills through the exploration of diverse cultures and communities.

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	In My Grandmother's Kitchen	<ul style="list-style-type: none"> • Typical ingredients in Caribbean cuisine • Using grammar to give and follow instructions to prepare a meal • The role of diet in maintaining one's health • Communicating about how one was feeling in the past • Giving advice when one feels ill 	30 Days
2	Social Life	<ul style="list-style-type: none"> • Friends, family and culture influence how one spends their free time • Interacting with others in a variety of shopping situations • Extending, accepting, and declining invitations politely • Narrating personal stories in the past 	20 Days
3	A Trip Abroad	<ul style="list-style-type: none"> • Communicating basic needs and requests related to travel, lodging, dining and getting around • Narrating past travel experiences • Cultural awareness when traveling and the importance of being a respectful tourist • Ordering in a restaurant and describing what the experience was like in the past 	20 Days
4	Today's Youth	<ul style="list-style-type: none"> • Describing one's childhood • Extending and refining the use of the preterite and imperfect tenses • Comparing personality, leisure time activities and musical preferences to Hispanic youth • Improving the world through improving oneself and their local community 	15 Days

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

<p>COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p>	<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>
<p>CULTURES Interact with cultural competence and understanding</p>	<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p>	<p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p>	
<p>CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives to use the language to function in academic and career-related situations</p>	<p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	<p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	
<p>COMPARISONS Develop insight into the nature of language and culture to interact with cultural competence</p>	<p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	<p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	
<p>COMMUNITIES Communicate and interact with cultural competence to participate in multilingual communities at home and around the world</p>	<p>5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>	<p>5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY PRACTICE	DESCRIPTION
Identify	Negotiate meaning in spoken, signed or written language.
Create	Use the terms and grammar rules learned to express and share information, reactions, feelings, and opinions.
Interpret	Understand and discuss what is heard, read, or viewed on a variety of topics.
Communicate	Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Connect	Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
Analyze	Access and evaluate information and diverse perspectives that are available through the language and its cultures.
Reflect	Investigate, explain, and reflect on the relationship between the products, practices and perspectives of the cultures studied.
Engage	Use the language both within and beyond the classroom to interact in their community, for enjoyment, enrichment, and advancement.

UNIT 1

Unit Title	In My Grandmother’s Kitchen		
Unit Description	Students will learn how to identify ingredients necessary to prepare typical Caribbean recipes and explain their cultural importance. Students will learn how to give and receive advice about how to care for common illnesses.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How does food connect cultures, communities, and families?</p> <p>9-10 Days</p>	<input type="checkbox"/> Identify ingredients commonly used in Caribbean cooking. <input type="checkbox"/> Express and explain my food preferences. <input type="checkbox"/> Communicate about the flavors of a dish. <input type="checkbox"/> Give instructions on how to prepare a meal. <input type="checkbox"/> Compare cultural products and practices related to mealtimes.	<p>Concept: -cuisine typical of the Caribbean -eating schedules and customs</p> <p>Vocabulary: food ingredients, flavors, cooking utensils, verbs</p> <p>Grammar: -direct object pronouns (DOPs) -DOPs with commands -<i>ser</i> vs. <i>estar</i> review -formal commands</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.2 Cultural Comparisons</p>

<p>How does food connect cultures, communities, and families?</p> <p>5-6 Days</p>	<p><input type="checkbox"/> Retell actions in the past to discuss how a meal is prepared.</p>	<p>Grammar:</p> <p>-regular preterite (addition of plural forms)</p> <p>-irregular preterite groupings (<i>ser & ir, dar & ver, cargarzars, special stem</i> groups & special endings (“I”, “J”, “U”))</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.2 Cultural Comparisons</p>
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<p>How can food help address health issues?</p> <p>7-8 Days</p>	<p><input type="checkbox"/> Describe symptoms when sick.</p> <p><input type="checkbox"/> Give advice about what to do based on different health-related symptoms.</p>	<p>Concept: -natural remedies to common illnesses are popular in the Hispanic world</p> <p>Vocabulary: body parts, illnesses, symptoms, remedies</p> <p>Grammar: -<i>doler</i> and other verbs like <i>gustar</i></p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.2 Cultural Comparisons</p>
<p>How can traditional health practices inform modern lifestyle?</p> <p>5-6 Days</p>	<p><input type="checkbox"/> Describe and compare traditional and modern approaches to healthcare.</p>	<p>Concept: -compare traditional and modern approaches to healthcare</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>4.2 Cultural Comparisons</p>

UNIT 2

Unit Title	Social Life		
Unit Description	Students will learn how to describe their leisure time and vacation activities. Students will learn how to describe a shopping experience.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>How do friends, family, and culture influence how free time is spent?</p> <p>9-10 Days</p>	<input type="checkbox"/> Describe social habits and preferences. <input type="checkbox"/> Extend, accept, and politely refuse an invitation. <input type="checkbox"/> Retell past events with family and friends. <input type="checkbox"/> Tell a story about past events.	<p>Concept: -friends, family, and culture all affect how one spends their free time</p> <p>Vocabulary: popular free time and vacation destinations, outside activities, phrases to extend, accept and decline invitations</p> <p>Grammar: -reviewing reflexive and reciprocal verbs (<i>hace</i> + preterite) -using the preterite and imperfect tenses at the same time</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>4.2 Cultural Comparisons</p>

<p>How do shopping choices reflect on a person?</p> <p>9-10 Days</p>	<p><input type="checkbox"/> Describe what clothes to wear for different occasions and where to buy them.</p> <p><input type="checkbox"/> Exchange information about prices and purchases.</p> <p><input type="checkbox"/> Ask and answer questions about shopping in a store.</p> <p><input type="checkbox"/> Use formal language to show respect.</p> <p><input type="checkbox"/> Exchange information about purchased items and for whom.</p>	<p>Concept: -one chooses what to purchase based on personal preferences -formal language is needed in store settings</p> <p>Vocabulary: different kinds of stores, shopping items, shopping phrases</p> <p>Grammar: -demonstrative adjectives -direct and indirect object pronouns together</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.1 Language Comparisons</p> <p>4.2 Cultural Comparisons</p>
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UNIT 3

Unit Title	A Trip Abroad		
Unit Description	Students will learn how to communicate basic needs and requests related to travel, lodging, dining, and getting around. Students will learn how to explore various historic, cultural, and geographic destinations in Argentina.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
<p>What do you need to know to travel to another culture?</p> <p>10-11 Days</p>	<input type="checkbox"/> Follow and give suggestions for getting around an airport. <input type="checkbox"/> Tell a story about a past travel experience. <input type="checkbox"/> Exchange information and express needs to travel personnel. <input type="checkbox"/> Share tips for flying on a plane. <input type="checkbox"/> Explain how to plan for a long-distance bus trip. <input type="checkbox"/> Exchange information about how to arrive at a location.	<p>Concept: -understanding international travel requirements</p> <p>Vocabulary: airport, plane, bus, train station, subway</p> <p>Grammar: -formal commands, <i>por</i> and <i>para</i>, expansion of using the preterite, and imperfect together utilizing key phrases -affirmative and negative words</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>3.1 Making Connections</p>

<p>What can you learn about yourself and another culture by traveling?</p> <p>10-11 Days</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Talk about the benefits of community-based tourism and how to be a respectful, responsible traveler. <input type="checkbox"/> Give advice on where to stay depending on preferences. <input type="checkbox"/> Order and make simple requests in a restaurant. <input type="checkbox"/> Retell what happened in a restaurant. <input type="checkbox"/> Ask and answers questions about touristic destinations. <input type="checkbox"/> Give advice to travelers about how to respectfully visit touristic destinations. 	<p>Concept: -be a respectful tourist in a foreign country</p> <p>Vocabulary: community-based tourism, hotel, restaurant, tourist destinations</p> <p>Grammar: -stem-changing verbs in the preterite -formal commands review</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p> <p>2.2 Relating Cultural Products to Perspectives</p> <p>4.2 Cultural Comparisons</p>
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UNIT 4

Unit Title	Today's Youth		
Unit Description	Students will learn how to compare themselves to the youth of Spain.		
Unit Assessment	Summative assessment centered on key content, concepts, and understandings.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How are you reflecting on your pastimes, personality, and past experiences? 9-10 Days	<input type="checkbox"/> Explain the commonalities among young people from various cultures. <input type="checkbox"/> Exchange information about what people did in the past. <input type="checkbox"/> Describe and compare what people used to do as children.	Concept: -You reflect past experiences and pastimes. Vocabulary: free time activities, childhood activities Grammar: -review of preterite and imperfect used together	1.1 Interpersonal Communication 1.2 Interpretive Communication 1.3 Presentational Communication
How do you compare to an adolescent in a Spanish-speaking country? 1-2 Days	<input type="checkbox"/> Describe someone's musical preferences. <input type="checkbox"/> Explain how pastimes reflect personality.	Concept: -adolescents in Spain have many similarities and differences from adolescents in the United States. Grammar: -review/more verbs like <i>gustar</i>	1.1 Interpersonal Communication 1.2 Interpretive Communication 1.3 Presentational Communication

<p>How can you create a better world using ethical principles?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Explain the qualities of a compassionate person.</p> <p><input type="checkbox"/> Compare community service in various communities.</p>	<p>Concept: -individuals and groups can improve the world using ethical, multiculturally informed principles</p> <p>Vocabulary: community service, personal characteristics</p>	<p>1.1 Interpersonal Communication</p> <p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p>
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ACCOMMODATIONS AND MODIFICATIONS

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)