



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Spanish III Curriculum

Course Description: Students continue to develop their proficiency in speaking, listening, writing and reading by interacting with other speakers of Spanish. Students will understand oral and written messages in the target language and will make level appropriate oral and written presentations. Students communicate on a variety of topics using complex structures, moving from concrete to more abstract concepts. They will comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when topics are familiar.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1 Weeks	Lección Preliminar	Review of Spanish 1 and Spanish 2
3 Weeks	En el consultorio	Topic 1: Health, Medical and Past Experiences Topic 2: The Past Tense (Preterite and Imperfect)
3 Weeks	La tecnología	Topic 1: Technology in the home and outside world. Topic 2: Familiar Commands and Por VS Para
3 Weeks	La vivienda	Topic 1: The home Topic 2: Formal Commands and the Subjunctive
3 Weeks	La naturaleza	Topic 1: Nature and the Environment Topic 2: The Subjunctive
3 Weeks	En La Ciudad	Topic 1: Daily life in the city Topic 2: Nosotros Commands, the Subjunctive (with adjective clauses), and Past Participles as Adjectives

Curriculum Revision Tracking

Spring, 2017

- Scope and Sequence (revised overall)
- Leccion Preliminar: Review: changed length of Unit; resource for vocabulary development
- Topic: Past Experiences (formerly Holidays)
- Added Unit: la tecnologia. Removed unit on Volunteerism
- Unit 6 added
- Updated structure of each Unit to reflect Topic 1: (vocabulary) and Topic 2: (grammar)
- Updated ISTE Standards

Lección Preliminar: Review

Subject: Spanish III

Grade: 9-12

Name of Unit: Lección Preliminar: Review

Length of Unit: 1 Week

Overview of Unit: In this unit, students will review grammar and vocabulary from Spanish I and II including regular and irregular present-tense verbs, the verb *gustar* and similar verbs and negative and affirmative words. Students will review a wide variety of vocabulary focusing on vocabulary to discuss movies in their culture and the Spanish-speaking community.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2

Essential Questions:

1. How does one express likes and dislikes in Spanish?
2. How does one discuss present-tense activities?
3. Why do Spanish speakers use more than one negative word in a sentence?
4. How important are movies in the Hispanic culture and leisure activities of young people?

Enduring Understanding/Big Ideas:

1. The concept of liking things and activities in English and Spanish are expressed completely differently. Students will continue learning to express likes and dislikes correctly in Spanish.
2. Subject pronouns and verbs are used in both English and Spanish. Students will continue to learn the conjugations of present-tense Spanish verbs along with the use (or non-use) of subject pronouns.
3. In English the use of the double negative is grammatically incorrect. In Spanish, the opposite is true: one must use the double negative.
4. Students will explore, compare and contrast movies in the Spanish-speaking world with their own culture.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Spanish I and II vocab and grammar review

Resources for Vocabulary Development: Descubre Lección Preliminar

Topic: Review

Engaging Experience 1

Title: Translations

Suggested Length of Time: 1 day, overnight homework

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced

Detailed Description/Instructions: Teacher will create sentences in English that, when translated to Spanish, reflect the Spanish I and II grammatical concepts reviewed in the Unit.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 3-4 people, create a scene in which you include the grammar topics reviewed in the Unit. The scene should focus on a movie--interview with an actor from a movie, reenactment of a scene from the movie, etc. There must be at least 3 examples of each of the following in the scene (not per person, in the scene): gustar (or similar verb), present tense regular and irregular verbs and negative and affirmative words. The students will perform the scene in front of the class and turn in a written copy of the script.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Review	Translations	Teacher will create sentences in English that, when translated to Spanish, reflect the Spanish I and II grammatical concepts reviewed in the Unit.	1 Day

Unit: En El Consultorio

Subject: Spanish III

Grade: 9-12

Name of Unit: En El Consultorio

Length of Unit: 3 Weeks

Overview of Unit: This unit will review the forms and uses of the preterite tense in Spanish. They will also review the forms and uses of the imperfect tense in Spanish. They will learn when to use each past tense depending upon the circumstances being described. The student will learn vocabulary be able to talk about health and medical terms.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.
- FL.K-12.1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
 - Demonstrate competencies previously introduced

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.
 - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- ISTE - KNOWLEDGE CONSTRUCTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	apply	2
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement	Use	apply	3
solutions to issues and problems	Develop	create	2
solutions to issues and problems	Propose	create	2
a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language	Prepare	understand	3

Essential Questions:

1. How does one express specific actions in the past?
2. How does one talk about repeated, habitual actions in the past?
3. Why are there two past tenses in Spanish?
4. How can one talk about their past with relation to health and well-being?

Enduring Understanding/Big Ideas:

1. The preterite tense is used in Spanish to talk about specific actions in the past.
2. The imperfect tense is used in Spanish to talk about repeated, habitual actions, weather, age, time, day, date, emotional and physical feelings in the past.
3. Spanish uses the two past tenses, preterite and imperfect, depending upon what is being expressed in the past.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• Grammar terms• Medical terms• Parts of the Body• Past expressions

Resources for Vocabulary Development: Descubre Level 2

Topic: Past Experiences

Engaging Experience 1

Title: Compare / Contrast Past Experiences (specifically holidays as children vs. holidays now)

Suggested Length of Time: 30 Minutes in class, 3 days outside of class for preparation

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.
- ISTE - KNOWLEDGE CONSTRUCTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Teacher divides class into groups of 3 or 4 people. Each member of the group researches information about the celebration of a particular holiday in a Spanish-speaking country or the Hispanic culture in general. Three days later, the group reconvenes. Group members discuss the holiday they researched. Group members take notes. After all members have discussed their holiday, the group chooses one holiday and compares and contrasts it with a holiday in their own culture. Students also discuss how holidays in Spanish-speaking countries differ from Holidays in the U.S. Discuss how they used to celebrate holidays as children compared to how they celebrate holidays now. The discussion is in the target language.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Preterite Verb Board Races

Suggested Length of Time: 40 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced

Detailed Description/Instructions: Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.

Bloom's Levels: Apply

Webb's DOK: 2

Topic: Preterite and Imperfect

Engaging Experience 1

Title: My Childhood

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Develop and propose solutions to issues and problems.

Supporting:

- FL.K-12.3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture
 - Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.

Detailed Description/Instructions: Class will brainstorm experiences from their childhood.

With partners, discuss activities events from their past. With partners, students will use the imperfect tense to talk about activities and events in their own childhood- trips they took, health issues they faced, etc. After each partner has spoken, students will find a new partner and repeat. Repeat this process for a 3rd time.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will write an essay in which they compare and contrast past and present illnesses and life events. They will retell their experiences in their own words using the preterite and imperfect in a slideshow presentation of their childhood.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Past Experiences	Compare / Contrast Past Experiences (specifically holidays as children vs. holidays now)	<p>Teacher divides class into groups of 3 or 4 people. Each member of the group researches information about the celebration of a particular holiday in a Spanish-speaking country or the Hispanic culture in general. Three days later, the group reconvenes. Group members discuss the holiday they researched. Group members take notes. After all members have discussed their holiday, the group chooses one holiday and compares and contrasts it with a holiday in their own culture. Students also discuss how holidays in Spanish-speaking countries differ from Holidays in the U.S. Discuss how they used to celebrate holidays as children compared to how they celebrate holidays now. The discussion is in the target language.</p>	30 minutes in class, 3 days outside of class for preparation
Past Experiences	Preterite Verb Board Races	<p>Teacher will divide the class into teams, number of teams can vary depending on how many students are in the class. The teams will line up at various stations in front of the board, each student with a marker. The teacher will call out a subject and verb infinitive. One member from each team will try to be the first to correctly write the conjugated verb form in the preterite. Other team members may not help the one writing on the board with his/her answer. Teams will keep score of their correct answers.</p>	40 Minutes
Preterite and Imperfect	My Childhood	<p>Class will brainstorm experiences from their childhood. With partners, discuss activities events from their past. With partners, students will use the imperfect tense to talk about activities and events in their own childhood- trips they took, health issues they faced, etc. After each partner has spoken, students will find a new partner and repeat. Repeat this process for a 3rd time.</p>	20 Minutes

Unit: La tecnología

Subject: Spanish III

Grade: 9-12

Name of Unit: La tecnología

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will learn about technology used in the home and outside world. They will learn familiar commands and students will learn to differentiate between por and para in Spanish.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
 - Extend, accept, and refuse invitations appropriate to varied situations.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.
- FL.K-12.2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied.
 - Demonstrate competencies previously introduced
 - Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Demonstrate competencies previously introduced
 - Analyze the relationship between cultural perspectives and products from the target culture and their own.
- ISTE - KNOWLEDGE CONSTRUCTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE-DIGITAL CITIZEN.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	Apply	2
invitations appropriate to varied situations	Extend	Apply	2
invitations appropriate to varied situations	Accept	Apply	2
invitations appropriate to varied situations	Refuse	Apply	2
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement	Use	Apply	3
solutions to issues and problems	Develop	Create	2
solutions to issues and problems	Propose	Create	2
the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture	Explain	Understand	3

Essential Questions:

1. How do you tell a friend to do something--what form of the verb would you use?
2. How does technology use differ in the home compared with the outside world?

Enduring Understanding/Big Ideas:

1. Spanish speakers use the imperative voice in the same circumstances as English speakers. The grammatical term for this is “command”. Informally, English calls it the “understood you”. Since Spanish has more than one “you”, there are more than one form of the verb to express the imperative. In this lesson, we are focusing solely on the informal “you”.

2. Depending upon whether the command is affirmative or negative object pronouns are placed either before or on the end of the command. Students will learn the rules regarding object pronoun placement and the need for written accent marks in these situations.
3. Technology is an important part of today's culture. Students will demonstrate correct technology use and when to use formal vs familiar forms of communication.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Technology in the home and outside world. • Familiar commands and por vs para.

Resources for Vocabulary Development: Descubre Level 2

Topic 1: Technology in the home and outside world

Engaging Experience 1

Title: Means of communication via technology

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL.K-12.4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own
 - Analyze the relationship between cultural perspectives and products from the target culture and their own.

Detailed Description/Instructions: The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of people using technology as a means of communication. Teacher will call out a number as a picture is shown and the student with that number will talk about the technology shown and tell whether it is more commonly used in the home, in the workforce, or elsewhere. Teacher will call time, show another picture, and say another number and that student will talk about the next picture and so on.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 2

Title: Command Chart

Suggested Length of Time: Overnight for homework, 15 Minutes in class to review/correct

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Extend, accept, and refuse invitations appropriate to varied situations.
- FL.K-12.2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Compare the similarities and differences in the social etiquette within the culture studied to their own culture.

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Report similarities and differences between the sound and writing system of target and native language, including time and tense.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Detailed Description/Instructions: Teacher will hand out a table for students to fill out with correct command forms. There will be 3 columns with the headings: tú afirm. and tú neg. The student will write the correct command forms for each “you”. Teacher will create a list of social etiquette issues to compare and contrast these issues in the target language and in English.

Bloom’s Levels: Apply, Analyze

Webb’s DOK: 2, 3

Topic 2: Familiar Commands

Engaging Experience 1

Title: Simon Says

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced

Supporting:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Detailed Description/Instructions: Students will play Simon Says with their partner. They will focus on using commands with reflexive verbs and/or followed by an object. They will give a second, follow-up command using object pronouns with the command.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

In groups of 3 or 4, students will create a publicity campaign for a well-known auto body shop in the area. The campaign will be developed for more than one media outlet--newspaper, radio, Twitter and the like. The campaign will be a call for help for employment and a notice of services available. The campaign will use appropriate means of communication based on the target audience. The campaign will include commands and unit vocabulary.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Technology in the home and outside world	Means of communication via technology	<p>The teacher will divide the class into groups of 3 or 4. Each student in the group will have a number. The teacher will show pictures of people using technology as a means of communication. Teacher will call out a number as a picture is shown and the student with that number will talk about the technology shown and tell whether it is more commonly used in the home, in the workforce, or elsewhere. Teacher will call time, show another picture, and say another number and that student will talk about the next picture and so on.</p>	20 Minutes
Technology in the home and outside world	Command Chart	<p>Teacher will hand out a table for students to fill out with correct command forms. There will be 3 columns with the headings: tú afirm. and tú neg.</p> <p>The student will write the correct command forms for each “you”. Teacher will create a list of social etiquette issues to compare and contrast these issues in the target language and in English.</p>	Overnight for homework, 15 Minutes in class to review/correct
Familiar Commands	Simon Says	<p>Students will play Simon Says with their partner. They will focus on using commands with reflexive verbs and/or followed by an object. They will give a second, follow-up command using object pronouns with the command.</p>	20 Minutes

Unit: La Vivienda

Subject: Spanish III

Grade: 9-12

Name of Unit: La Vivienda

Length of Unit: 3 Weeks

Overview of Unit: Students will learn to use formal commands and how to construct sentences using the subjunctive with verbs of influence and will. Students will also learn about the house, daily chores, and vocabulary of household items.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
 - Develop and propose solutions to issues and problems.
- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced
 - Explore careers and businesses where skills in another language or cultural understanding are needed.

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
- ISTE - KNOWLEDGE CONSTRUCTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - INNOVATIVE DESIGNER.4 Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	apply	2
solutions to issues and problems	Develop	create	2
solutions to issues and problems	Propose	create	2
careers and businesses where skills in another language or cultural understanding are needed	Explore	understand	2

Essential Questions:

1. What are the differences between the two words for “for”--por and para?
2. Do homes look different in Spanish-speaking countries compared to homes in the US?
3. When would it be appropriate to use formal commands in Spanish?

Enduring Understanding/Big Ideas:

1. Both “por” and “para” can be translated to the English word “for” but there are specific times to use each one. Students will study and learn the differences between the two.
2. The third grammatical mood or voice, the subjunctive, is used in Spanish to express how one feels about someone else’s actions. English rarely uses the subjunctive anymore while Spanish relies heavily on this means of expression. Students will begin to familiarize themselves with the types of ideas that are expressed with the subjunctive in Spanish--particularly the subjunctive used with verbs of will and influence.
3. Students will compare and contrast “home” in Spanish-speaking countries with the United States.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Household terms and chores • Formal Commands • Subjunctive with verbs of will and influence.

Resources for Vocabulary Development: Descubre Level 2

Topic 1: The Home

Engaging Experience 1

Title: The Home

Suggested Length of Time: 2 Days outside of class; 30 Minutes in class

Standards Addressed

Priority:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Explore careers and businesses where skills in another language or cultural understanding are needed.

Supporting:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Detailed Description/Instructions: Students will create their ideal home for a specific location of their choosing. The home needs to be constructed based on their knowledge of the location chosen. Students will have to take cultural factors into consideration--what type of “home” is common in their region, Apartment? House? Condo? etc. Students will also need to assign age-appropriate chores to family members living in the home.

Bloom’s Levels: Understand

Webb’s DOK: 2

Topic 2: Formal Commands and The Subjunctive

Engaging Experience 1

Title: Subjunctive White Board Practice

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced

Detailed Description/Instructions: Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the subjunctive and hold up the white board for the teacher to confirm that it's correct or not.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Help Wanted

Suggested Length of Time: 2 days outside of class

Standards Addressed

Priority:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Explore careers and businesses where skills in another language or cultural understanding are needed.
 - Make connections with local groups and communities where the target language is spoken.

Supporting:

- FL.K-12.5.1 Students use the target language within and beyond the school setting
 - Demonstrate competencies previously introduced
- ISTE - KNOWLEDGE CONSTRUCTOR.3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - INNOVATIVE DESIGNER.4 Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Detailed Description/Instructions: Students will create a Help Wanted ad for a particular profession (relating to household vocabulary: i.e., a housekeeper, a gardener, a pool boy, etc.) after signing up with teacher so that there is a variety of professions represented. The ad should include vocabulary of desired worker characteristics as well as the correct use of the subjunctive with verbs of will and/or influence.

Bloom's Levels: Understand

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Teacher will distribute the Help Wanted ads created earlier. (Students will not have the ad they created.) Students will write a letter of application applying for the job in the ad and return the ad and letter to the creator of the ad. The ad creator will read through the letter of application and then write a reply to the applicant stating whether s/he got the job and why or why not. Both the letter of application and the reply should have unit vocabulary, por and para and the subjunctive with verbs of will and/or influence.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Home	The Home	Students will create their ideal home for a specific location of their choosing. The home needs to be constructed based on their knowledge of the location chosen. Students will have to take cultural factors into consideration--what type of “home” is common in their region, Apartment? House? Condo? etc. Students will also need to assign age-appropriate chores to family members living in the home.	2 Days outside of class; 30 Minutes in class
Formal Commands and The Subjunctive	Subjunctive White Board Practice	Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the subjunctive and hold up the white board for the teacher to confirm that it’s correct or not.	20 Minutes
Formal Commands and The Subjunctive	Help Wanted	Students will create a Help Wanted ad for a particular profession (relating to household vocabulary: i.e., a housekeeper, a gardener, a pool boy, etc.) after signing up with teacher so that there is a variety of professions represented. The ad should include vocabulary of desired worker characteristics as well as the correct use of the subjunctive with verbs of will and/or influence.	2 days outside of class

Unit 5: La Naturaleza

Subject: Spanish III

Grade: 9-12

Name of Unit: La Naturaleza

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will continue their study of the subjunctive and expressing doubts and feelings about others' actions. Students will learn vocabulary to talk about nature and the environment.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
 - Extend, accept, and refuse invitations appropriate to varied situations.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
 - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Present information orally or in writing on topics being studied in other classes.
 - Elaborate on their study of other classes by studying similar topics in target language.
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	apply	2
invitations appropriate to varied situations	Extend	apply	2
invitations appropriate to varied situations	Accept	apply	2
invitations appropriate to varied situations	Refuse	apply	2
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement	Use	apply	3
solutions to issues and problems	Develop	create	2

Essential Questions:

1. How do Spanish speakers express their opinions about others' actions?
2. How do Spanish speakers express doubt and other feelings/emotions about others' actions?
3. How does nature look in different parts of the Spanish-speaking world?

Enduring Understanding/Big Ideas:

1. Spanish speakers use the subjunctive to express their opinion about what others are doing. English rarely uses the subjunctive for this, but it is very common in Spanish.
2. Spanish speakers use the subjunctive to express doubt or emotions/feelings about others' actions. Again, English expresses it totally different.
3. Some Spanish-speaking parts of the world have great diversity with regard to natural elements; others are less diverse.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> • Nature • Subjunctive with emotion • Subjunctive with doubt, disbelief, and denial • Subjunctive with conjunctions

Resources for Vocabulary Development: Vocabulary from Descubre Level 3 resource.
Grammar from Descubre Level 2 resource.

Topic 1: Expressions of Emotions

Engaging Experience 1

Title: Subjunctive Translations

Suggested Length of Time: 30 minutes in class, overnight to finish as homework

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Develop and propose solutions to issues and problems.

Supporting:

- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Elaborate on their study of other classes by studying similar topics in target language.

Detailed Description/Instructions: Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don't require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: How Do You Feel?

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.

Detailed Description/Instructions: Students will write present tense, indicative sentences about what's going on with certain people such as, my mom has a blue car. My friend, Angie, doesn't study a lot. Then they decide how they feel about those statements. They rewrite the sentences beginning with a verb of feeling/emotion and changing the action to the subjunctive. Students take turns reading their sentences to the class and then turn them into the teacher.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Expressions of Doubt

Engaging Experience 1

Title: Two Truths and A Lie

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.

Supporting:

- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.

Detailed Description/Instructions: On white boards at their desks, students write two truths and a lie about themselves. They show the sentences to a partner. Their partner then says which one they don't believe to be true. They will use an expression of doubt followed by the subjunctive. After both partners have expressed doubt, change partners. Do this 3 times.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Subjunctive Translations

Suggested Length of Time: 30 minutes in class, overnight to finish as homework

Standards Addressed

Priority:

- FL.K-12.2.1 Students demonstrate an understanding of the practices and perspectives of the cultures studied
 - Extend, accept, and refuse invitations appropriate to varied situations.

Supporting:

- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Present information orally or in writing on topics being studied in other classes.
 - Elaborate on their study of other classes by studying similar topics in target

Detailed Description/Instructions: Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don't require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own. (This is a repeat of a previous experience, but the students have a very difficult time distinguishing when to use the subjunctive in Spanish because those sentences in English don't have anything close to the subjunctive. Translation is a very effective way to point out the different way of expressing these ideas.)

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will find a major periodical from the Spanish-speaking world. The publication can be online or in print. Students will read an editorial or opinion article from the periodical. They will write a minimum of 3 paragraphs. The first paragraph will be a general information about the periodical, where it's published, readership and the like. The second paragraph will be a summary in their own words of the ideas expressed in the editorial. The final paragraph will be their own feelings or opinions about the author's viewpoint. Their paper will have correct usage of the subjunctive with feelings, opinions and doubt.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Expressions of Emotions	Subjunctive Translations	Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don't require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and then students work on their own.	30 minutes in class, overnight to finish as homework
Expressions of Emotions	How Do You Feel?	Students will write present tense, indicative sentences about what's going on with certain people such as, my mom has a blue car. My friend, Angie, doesn't study a lot. Then they decide how they feel about those statements. They rewrite the sentences beginning with a verb of feeling/emotion and changing the action to the subjunctive. Students take turns reading their sentences to the class and then turn them into the teacher.	30 Minutes
Expressions of Doubt	Two Truths and A Lie	On white boards at their desks, students write two truths and a lie about themselves. They show the sentences to a partner. Their partner then says which one they don't believe to be true. They will use an expression of doubt followed by the subjunctive. After both partners have expressed doubt, change partners. Do this 3 times.	20 Minutes
Expressions of Doubt	Subjunctive Translations	Teacher will create English sentences that, when translated to Spanish, would require the use of the subjunctive. These would be sentences that don't require the subjunctive in English. There should be a gradual progression with the translations: teacher leads students through a couple of translations, students then work with partners to translate and	30 minutes in class, overnight to finish as homework

		<p>then students work on their own. (This is a repeat of a previous experience, but the students have a very difficult time distinguishing when to use the subjunctive in Spanish because those sentences in English don't have anything close to the subjunctive. Translation is a very effective way to point out the different way of expressing these ideas.)</p>	
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Unit 6: En La Ciudad

Subject: Spanish III

Grade: 9-12

Name of Unit: En La Ciudad

Length of Unit: 3 Weeks

Overview of Unit: In this unit, students will continue their study of the subjunctive with adjective clauses and learn the nosotros command forms. Students will also learn how to use past participles as adjectives and use new vocabulary to talk about city life and daily chores.

Priority Standards for unit:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Demonstrate competencies previously introduced
 - Extend, accept, and refuse invitations appropriate to varied situations.
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.
 - Develop and propose solutions to issues and problems.

Supporting Standards for unit:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced
 - Identify principal elements of non-fiction articles such as main idea and supporting details found in a variety of media.
- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Demonstrate competencies previously introduced
 - Present information orally or in writing on topics being studied in other classes.
 - Elaborate on their study of other classes by studying similar topics in target language.
- FL.K-12.4.1 Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Demonstrate competencies previously introduced
 - Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.
- ISTE - KNOWLEDGE CONSTRUCTOR 3 Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6 Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
competencies previously introduced	Demonstrate	apply	2
invitations appropriate to varied situations	Extend	apply	2
invitations appropriate to varied situations	Accept	apply	2
invitations appropriate to varied situations	Refuse	apply	2
expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement	Use	apply	3
solutions to issues and problems	Develop	create	2

Essential Questions:

1. How do Spanish speakers express “let’s ___”?
2. How do Spanish speakers describe objects using past participles as adjectives?
3. How do cities look in different parts of the Spanish-speaking world?

Enduring Understanding/Big Ideas:

1. Spanish speakers use the nosotros command form of a verb to express the idea of “let’s ___” when making suggestions/commanding themselves and others to do an activity.
2. Spanish speakers use past participles as adjectives just like we do in the English language.
3. Some Spanish-speaking parts of the world have stores that specialize in certain products rather than one-stop-shops like the stores we have in the United States.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none">• City life and daily chores• Subjunctive with adjective clauses• Nosotros commands• Past participles as adjectives

Resources for Vocabulary Development: Vocabulary from Descubre Levels 2 & 3 resources.
Grammar from Descubre Level 2 resource.

Topic 1: City Life and Daily Chores

Engaging Experience 1

Title: City Life and Daily Chores

Suggested Length of Time: 30 minutes in class, overnight to finish as homework

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Develop and propose solutions to issues and problems.

Supporting:

- FL.K-12.3.1 Students reinforce and further their knowledge of other disciplines through the world language
 - Elaborate on their study of other classes by studying similar topics in target language.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Detailed Description/Instructions: Students will research a city in a Spanish-speaking country. They will look at the makeup of the city--where things are located, transportation used, home structures, daily life, etc. Then they will compare and contrast the Spanish-speaking city with daily life here. Students need to write a well-developed paragraph in which they discuss both the similarities and differences between the two locations.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Nosotros Commands, The Subjunctive (with adjective clauses) and Past Participles as Adjectives

Engaging Experience 1

Title: Describing objects

Suggested Length of Time: 30 Minutes

Standards Addressed

Priority:

- FL.K-12.1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
 - Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics

Detailed Description/Instructions: Students will look at pictures that the teacher holds up and describe them orally and in writing using past participles as adjectives. Students will start out using only the past participles as adjectives and then progress to writing/saying complete sentences in Spanish using past participles as adjectives.

Bloom's Levels: Apply

Webb's DOK: 1

Engaging Experience 1

Title: Nosotros Commands White Board Practice

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- FL.K-12.5.2 Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment
 - Demonstrate competencies previously introduced

Supporting:

- FL.K-12.1.2 Students understand and interpret written and spoken language on a variety of topics
 - Demonstrate competencies previously introduced

Detailed Description/Instructions: Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the nosotros command form and hold up the white board for the teacher to confirm that it's correct or not.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will write about two different scenarios: one for city life and one for country life. In the city life scenario, students will write about daily routines and use nosotros commands. In the country life scenario, students will use the subjunctive with adjective clauses to describe what tasks must be done each day.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
City Life and Daily Chores	City Life and Daily Chores	Students will research a city in a Spanish-speaking country. They will look at the makeup of the city--where things are located, transportation used, home structures, daily life, etc. Then they will compare and contrast the Spanish-speaking city with daily life here. Students need to write a well-developed paragraph in which they discuss both the similarities and differences between the two locations.	30 minutes in class, overnight to finish as homework
Nosotros Commands, The Subjunctive (with adjective clauses) and Past Participles as Adjectives	Describing Objects	Students will look at pictures that the teacher holds up and describe them orally and in writing using past participles as adjectives. Students will start out using only the past participles as adjectives and then progress to writing/saying complete sentences in Spanish using past participles as adjectives.	30 Minutes
Nosotros Commands, The Subjunctive (with adjective clauses) and Past Participles as Adjectives	Nosotros Commands White Board Practice	Students will have white boards at their desks with markers. Teacher will say a subject and verb infinitive. Students will write the correct form of the verb in the nosotros command form and hold up the white board for the teacher to confirm that it's correct or not.	20 Minutes

Unit of Study Terminology

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.