

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** Spanish III

**Course Number:** 00433

**Course Prerequisites:** Successful completion of Spanish I and Spanish II

**Course Description:** Spanish III continues to build language proficiency by linking the target language to its speakers from diverse backgrounds and from many different Spanish-speaking cultures with the goal of moving from Novice-Mid/High to Intermediate-Low. Students develop a rich cultural understanding because language and culture are taught simultaneously with acquisition as the goal. Students receive consistent and constant exposure to input from units that are broken down into three phases (Phase 1 – establish meaning, Phase 2 – acquisition through narratives, Phase 3 – content-based connections) Students are strategically introduced to new words, phrases, and grammatical structures to create a multitude of communicative opportunities that prepare students to use the target language in the real world. Assessment rubrics are aligned with ACTFL Performance Descriptors based on ACTFL Proficiency Guidelines. A final exam is required in which all four modalities of the target language are assessed.

**Suggested Grade Level:** Grades 11-12

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

[Staffing Guidelines \(pa.gov\)](#)

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

**GPA Type:** ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

**State Course Code:** 24054

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

##### **Board Approved Textbooks, Software, and Materials:**

**Title:** Somos Curriculum 1  
**Publisher:** The Comprehensible Classroom by Martina Bex  
**ISBN #:** None (no textbooks – online product)  
**Copyright Date:** 2019  
**WCSD Board Approval Date:** 6/27/2022

**Supplemental Materials:** <https://www.fluentu.com>, <https://garbanzo.io/signin>,  
Novel: *Esperanza*, Novel – *Mata la pinata*, Film Study – *La misma luna*, Film Study – *El Norte*,

#### **Curriculum Document**

##### **WCSD Board Approval:**

**Date Finalized:** 6/21/2022  
**Date Approved:** 6/27/2022  
**Implementation Year:** 2022-2023

#### **SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

#### **SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

##### **Marking Period 1**

- Unit 16 - Las abuelas de la Plaza de Mayo
  - History of Dirty War in Argentina
  - Global Challenges >> Human Rights, Peace, and War
  - Personal and Public Identities
  - Family and Communities
  - Asking, asserting, and denying culpability
  - Expressing belief or disbelief
  - Using present and past tense time frames together

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- Unit 17 - La inmigración
  - Global Challenges
  - Personal and Public Identities
  - Equipping students with useful vocabulary for narrating travel experiences
  - Building the ability to see an issue from multiple sides; thoughtfully considering facts and multiple perspectives about immigration.
  - Developing empathy toward the experiences of immigrants
- Film Study - La Misma Luna
  - Vocabulary dealing immigration (building upon Unit 17)
  - Cultural differences between Mexico and the U.S.
  - Regional vocabulary and dialect specific to parts of Mexico
  - Socioeconomic issues in the U.S. and the Mexico
  - Immigration laws (past and present)
- The Day of the Dead Cultural Study
  - Analysis and comparison of the views and practices surrounding death in the culture of Mexico and other Spanish-speaking countries that celebrate El Dia de los Muertos
  - Objects on a typical ofrenda
  - Family and community vocabulary
  - Main Grammatical Focus: Present, Present Perfect, Pluperfect, Preterite, and Imperfect

### **Marking Period 2**

- Novel – Esperanza
  - Human Rights
  - Guatemalan Civil War
  - Reasons for Immigration
  - Reading strategies
  - Grammar in context (preterit, imperfect, commands, subjunctive, cognates, perfect tenses, object pronouns)
- Unit 25 - Cuesta demasiado (Christmas/New Year's Cultural Unit)
  - Contemporary Life >> Holidays and Celebrations, Leisure and Sports, Advertising and Marketing
  - Buying and selling
  - Budgeting
  - Comparing price and value

### **Marking Period 3**

- Film Study - El Norte
  - Vocabulary dealing with immigration, cultural differences between Guatemala and the US, socioeconomic issues, and political unrest issues in Guatemala during the '80s.
  - Human Rights Violations
  - Indigenous language, culture, beliefs, family structure, and clothing in Guatemala
  - The American Dream – What is it and is it attainable?
- Unit 18 – Supersticiones
  - Personal and Public Identities >> Beliefs and values
  - Focus on useful vocabulary used in context.
  - Asking and answering questions
  - Expressions beliefs with “seems.”
  - Giving and taking (da, Vuelve)
  - Understanding global perspectives re: superstitions
- Present Perfect Mini Unit 14 (From Somos 2)
  - How to talk about what people have and have not done using the present perfect tense by conjugating the verb haber + verb ending in past participle.
- Unit 19 – Biblioburro
  - Global Challenges >> Human Rights
  - Contemporary Life >> Education
  - Focus on Useful vocabulary used in context.
  - Asking and answering questions
  - Describing where objects/things are in relation to other things/objects (prepositions of place with estar)
  - Discussing events, event attendance
  - Developing the belief that even one person can make a difference with their actions.
- Unit 20 – Ladrones
  - Global Challenges
  - Families and Communities
  - Focus on useful vocabulary used in context.
  - Describing clothing
  - Discussing similarities and differences
  - Retelling stories

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- Interpreting authentic resources
- News stories from Spanish speaking countries
- Crime and criminals from Spanish speaking countries

#### **Marking Period 4**

- Unit 21 - Una Aventura de camping
  - Contemporary Life >> Leisure & Sport
  - Families & Communities >> Friendship & Love
  - Reflexive Verbs
  - Narration
  - Expressing thoughts in multiple tenses and/or perspectives
- Libro - Mata la piñata
  - Cognates
  - Preterite vs imperfect
  - Discussing main parts of the story
  - Analyzing characters
  - Focus on useful vocabulary used in context.
  - Story retells.
  - Asking and answering questions
  - Making personal connections to the text
- Unit 22 - Los Tres Cerditos
  - Personal and Public Identities, Families and Communities
  - This unit will connect with the individual culture of many students through study of a familiar childhood story.
  - Consideration of cultural norms related to work ethic.
- Unit 23 - El Camino de Santiago
  - Personal and Public Identities >> Beliefs and Values
  - Contemporary Life >> Travel
  - Focus on useful vocabulary used in context.
  - Asking and answering questions
  - Expressing personal reactions to media and situations
  - Building knowledge of geography
  - Expressing/interpreting communication re: basic needs (food, shelter, health)
  - Communicating beliefs and values

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- Unit 24 - Costa Rica
  - Ecotourism and sustainability
  - Rainforest
  - Animals
  - Travel
  
- Unit 27 - La siesta
  - Contemporary Life, Families and Communities
  - How do we rest and relax in a busy world?
  - How are our personal schedules impacted by society and the culture we grow up in?
  - Making comparisons between products and practices to help understand perspectives.

**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding.	<b>Standard - 12.1.1.S3.A</b>	1,2,3, 4
Comprehend spoken and written sentences and paragraphs using advanced vocabulary terms from textbooks, newspapers, student readers and magazines. <ul style="list-style-type: none"> <li>• Public figures</li> <li>• Historical figures</li> <li>• Major news event</li> </ul>	<b>Standard - 12.1.1.S3.C</b>	1,2,3,4
Develop and use simple, compound, and complex sentence and question structures to communicate and comprehend. <ul style="list-style-type: none"> <li>• Face-to-face initiated conversations</li> <li>• Simple survival tasks</li> <li>• A simple letter</li> <li>• Main ideas of culturally authentic materials</li> <li>• Compositions</li> </ul>	<b>Standard - 12.1.1.S3.D</b>	1,2,3,4
Make a presentation or write a paragraph in the target language about another subject area explaining the connections. <ul style="list-style-type: none"> <li>• History</li> <li>• Art</li> </ul>	<b>Standard - 12.1.1.S3.F</b>	1,2,3,4
Know details of the sound system and spelling patterns of the target language.	<b>Standard - 12.1.S3.A</b>	1,2,3,4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<b>Standard - 12.1.S3.B</b>	1,2,3,4
Recognize advanced vocabulary through listening and reading selections.	<b>Standard - 12.1.S3.C</b>	1,2,3,4
Know simple, compound, and complex sentence and question structures to communicate and comprehend.	<b>Standard - 12.1.S3.D</b>	1,2,3,4
Analyze and compare the origins and meanings of common target language words used frequently in the English language.	<b>Standard - 12.1.S3.E</b>	1,2,3,4
Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in the target language).	<b>Standard - 12.3.1.S3.D</b>	1,2,3,4
Read, interpret, discuss, and write about cultural similarities and differences in specific social interactions in two cultures. <ul style="list-style-type: none"> <li>• Educational process (e.g., schedules, extra-curricular activities)</li> <li>• Personal healthcare and survival (e.g., going to doctor, hygiene)</li> <li>• Family (e.g., customs, traditions)</li> </ul>	<b>Standard - 12.3.1.S3.C</b>	1,2,3,4
Generate spontaneous oral and written role-plays and interviews in a culturally competent manner. <ul style="list-style-type: none"> <li>• Expressions of emotion</li> <li>• Conversations with speakers of the target culture</li> <li>• Negotiating everyday business routines (e.g., bank, service station)</li> </ul>	<b>Standard - 12.3.1.S3.B</b>	1,2,3,4
Speak and write about cultural aspects of services, products, and customs in the target language. <ul style="list-style-type: none"> <li>• Cultural reenactments</li> <li>• Commerce and tourism</li> <li>• Popular culture</li> </ul>	<b>Standard - 12.3.1.S3.A</b>	1,2,3,4
Explain a variety of services, products, and customs of the target culture.	<b>Standard - 12.3.S3.A</b>	1,2,3,4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Assess cultural patterns in a variety of social settings.	<b>Standard - 12.3.S3.B</b>	1,2,3,4
Compare and contrast the similarities and differences in social institutions between cultures.	<b>Standard - 12.3.S3.C</b>	1,2,3,4
Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers	<b>Standard - 12.1.1.S4.A</b>	1,2,3,4
Demonstrate mastery of certain target language skills by connecting influences of target language in another subject area. <ul style="list-style-type: none"> <li>• Dramatization (e.g., Flamenco Dance)</li> <li>• Essay or story</li> <li>• Poem or song (e.g., classical artists)</li> <li>• Projects (e.g., arts, crafts, videos, dioramas)</li> </ul>	<b>Standard - 12.1.1.S4.F</b>	1,2,3,4
Use the target language to synthesize topics and events from other subject areas. <ul style="list-style-type: none"> <li>• Civics and Government (e.g., current political issues)</li> <li>• Humanities (e.g., art)</li> <li>• English (e.g., literature, history of language)</li> <li>• Environment &amp; Ecology (e.g., national parks, global warming)</li> <li>• Economics (e.g., global economy)</li> </ul>	<b>Standard - 12.3.1.S4.D</b>	1,2,3,4
Speak and write advanced vocabulary and idiomatic expressions used by native speaking students of the target language. <ul style="list-style-type: none"> <li>• Medical terms</li> <li>• Money exchange</li> <li>• Purchases</li> <li>• Use of transportation and communications</li> <li>• Lodging arrangements</li> </ul>	<b>Standard - 12.1.1.S3.B</b>	1,2,3,4
Analyze perspectives, beliefs, and assumptions evident in the target culture and other cultures.	<b>Standard - 12.3.S4.B</b>	1,2,3,4
Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community. <ul style="list-style-type: none"> <li>• Career exploration</li> <li>• Travel/study/work abroad</li> <li>• International cultural events and activities</li> </ul>	<b>Standard - 12.5.1.S2.C</b>	1,2,3,4
Use speaking, writing and reading to compare and connect local, national and global employment opportunities for those who speak English and those who speak English and a target language. <ul style="list-style-type: none"> <li>• Newspapers</li> <li>• Employment agencies</li> </ul>	<b>Standard - 12.5.1.S3.D</b>	1,2,3,4



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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
<ul style="list-style-type: none"> <li>• Unemployment office</li> <li>• College placement offices</li> </ul>		
<p>Research, select and use global authentic materials for career planning, personal enrichment, and enjoyment.</p> <ul style="list-style-type: none"> <li>• Exploration of personal employment opportunities</li> <li>• Global ethnic celebrations, traditions, and cultural events</li> </ul>	<b>Standard - 12.5.1.S4.C</b>	1,2,3,4
<p>Use speaking, writing, and reading to compare and connect available opportunities in the local, national, and global English-speaking communities with the target language opportunities to continue involvement for lifelong learning and personal enjoyment.</p> <ul style="list-style-type: none"> <li>• Movies and videos</li> <li>• Dramas and sports</li> <li>• Museums and archives</li> <li>• Social Service agencies</li> </ul>	<b>Standard - 12.5.1.S4.D</b>	1,2,3,4
<p>Use simple sentence and question structures to communicate about daily activities, social amenities, and personal information.</p> <ul style="list-style-type: none"> <li>• New sentences using previously learned material</li> <li>• Original questions</li> <li>• Spontaneous responses to questions</li> <li>• Face-to-face conversations</li> </ul>	<b>Standard - 12.1.1.S2.D</b>	1,2
<p>Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication.</p> <ul style="list-style-type: none"> <li>• Social customs in the target language</li> <li>• Personal relationships</li> <li>• Current and past events</li> <li>• Poems, dramas, and stories</li> </ul>	<b>Standard - 12.1.1.S4.B</b>	3,4
<p>Discuss how speakers and writers use various sentence structures to convey meanings.</p> <ul style="list-style-type: none"> <li>• Sentences combined into paragraphs</li> <li>• Comparative expressions</li> <li>• Past and future events</li> <li>• Hypothetical statements</li> <li>• Complicated survival tasks</li> <li>• Main ideas and details of live and recorded discussions</li> <li>• Lectures and multimedia about current and past events</li> <li>• Spoken or written summaries</li> </ul>	<b>Standard - 12.1.1.S4.D</b>	3,4

## **ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

### **Effective formative assessments for this course include:**

- Bell ringers
- Personalized Questions and Answers
- Think-Pair—Share
- Story Retells
- Look, Write and Discuss
- Movie Talk
- Special Person Interviews
- Running Dictations
- Teaching Proficiency through Reading and Story Telling with student involvement and frequent comprehension checks
- Partner speaking activities
- Teacher/student interviews
- Writing Prompts / Quick Writes
- Reading Forms
- Listening comprehension checks
- Feedback from online practice activities (Gimkit, FluentU, Kahoot, Quizlet, Quizizz, Blooket, Garbanzo)
- Up/Down formative listening assessment
- TPRS
- Alphaboxes
- Create illustrated class storybook
- Nine Square
- Choral reading
- Listen and Draw
- Card Talk
- This or That?
- KIW/SAQ (individual, small group, whole class)
- Sequence and Match
- Fan and Pick – Q&A
- Authentic Songs (grammar in context, key vocabulary, pronunciation, regional dialect, sequencing events, making predictions, making personal connections, summarizing, analyzing, giving opinions)

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:**

**\*The Proficiency Target Rubric will be used for scoring interpretive, interpersonal, and presentational modes of communication in the following four areas:**

- Listening Comprehension assessments
- Reading comprehension assessments
- Writing assessments
- Speaking assessments