

Spanish III Curriculum

Chapter & Time Frame	Standards (ACTFL)	Objectives	Grammar	Vocabulary	Culture	Assessments
Personal descriptions and fashion – 23 days	1.1, 1.2, 1.3, 2.1, 2.1, 3.1, 4.1, 4.2, 5.1,	Describe people's personalities Describe people's physical features Discuss likes, dislikes, things that bother you, things that interest you, and things that fascinate you Describe clothing and its material Use direct and indirect object pronouns Compare and contrast people, objects, and clothing	Regular present tense Present tense stem changers Reflexive verbs Verbs like gustar: interesar, molestar, fascinar, detester, caer bien/mal Direct object pronouns Indirect object pronoun s Double Object pronouns	Clothing Materials Adjectives that describe clothing Likes and dislikes Personality adjectives Words that describe physical appearances Comparisons (i.e. the most, the worst, the least, etc.) Interactions (i.e. discuss, influence, have in common, etc.)	Oscar de la Renta	Acrostic Worksheets Quizzes Tests Project: fashion show
Unit 1 Lesson 1: Vamos a acampar – 24 days	1.1, 1.2, 1.3, 2.1, 2.2, 3.1. 4.1, 4.2, 5.1	Describe a camping trip Talk about what you did with your friends Use the preterit	Regular preterit Irregular preterit Stem changing preterit	Camping, hiking, and outdoor activities Nature and travel	Gerardo Murillo Nature and art Monterrey and national parks Octavio Paz	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking

Spanish III Curriculum

		Talk about nature				activities -Quizzes -Chapter test -Project: Travel brochure and commercial/PSA
Unit 1 Lesson 2: Vamos a la playa – 12 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Talk about family vacations Discuss skills and abilities Describe a place and its climate Use the imperfect and preterit to talk about past events	Regular imperfect Irregular imperfect Saber vs. conocer Preterit vs. imperfect	Family relationships Beach and water activities Travel	Cliff divers in Acapulco Artists and family paintings Laura Esquivel	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities -Quizzes -Chapter test
Unit 2 Lesson 1: todos para uno y uno para todos – 14 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1	Describe volunteer activities Organize people to do a project Persuade or influence others Use polite, tú, ud, uds, and nosotros	Tú commands Ud, uds, and nosotros commands	Volunteer activities and opportunities Doing a project Advertising	El museo del barrio Pablo O'Higgins Roberto G Fernández	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities

Spanish III Curriculum

		commands Advertise projects				-Quizzes -Chapter test -Project: environmental problems and solutions
Unit 2 Lesson 2: como nos organizamos – 18 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1	Make requests and recommendations Express opinions Talk about media and the community Use the impersonal “se” Use pronouns with commands Use impersonal expressions and infinitives	Pronouns with commands Impersonal expression + infinitive Impersonal “se”	Requests and recommendations Media: newspapers and television	Carlos Santana Spanish newspapers in the USA Sandra Cisneros	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities -Quizzes -Chapter test -Project: create a newspaper
Unit 3 Lesson 1: como sera el futuro – 18 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1	Discuss the impact of technology Express environmental concerns and possibilities Make predications about the future and discuss causes and	Future Conditional Por and para	Technology and the future Environmental concerns Social responsibilities	Lake Nicaragua Endangered species Carlos Balaguer	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities

Spanish III Curriculum

		effects Use por and para to mean “for” Use the future and conditional				-Quizzes -Chapter test
Unit 3 Lesson 2: por un futuro mejor – 13 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Discuss obligations and responsibilities Present and support an opinion Express a point of view and make recommendations Use the subjunctive to refer to “WEDDING” (Wishes Emotion Doubt Denial Impersonal expressions Negation God)	Present subjunctive of regular verbs Irregular subjunctive	Progress Social awareness Presenting and supporting opinions	Panama Canal José Antonio Velásquez Arte ingenuo Maya civilization Mayan legends	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities -Quizzes -Chapter test
Unit 4 Lesson 1: quien te inspira – 9 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Describe people Tell others what to do Express wishes and dislikes Us the subjunctive to refer to “WEDDING”	Subjunctive with verbs of influence (want, require, demand, etc) Subjunctive with Ojalá and hope Suffixes	Describing others – personality Professions Advice	Roberto Clemente Juan Luis Guerra Esmeralda Santiago	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities -Quizzes

Spanish III Curriculum

						-Chapter test -Project:
Unit 4 Lesson 2: quienes son los heroes – 9 days	1.1, 1.2. 1.3, 2.1, 2.2, 3.1, 4.1, 4.2	Describe people and things Express doubt, denial, and disbelief Express positive and negative emotions Use the subjunctive to refer to “WEDDING”	Subjunctive with doubt Subjunctive with emotions	Expressing positive and negative emotions More professions Supporting opinions People in action	Amelia Peláez Paintings of heroes – everyday people Óscar Ortiz Julia Álvarez	-Text book assignments -Worksheets (did you get it papers) -Workbook pages -Speaking activities -Quizzes -Chapter test -Project:
Cuentame: folklorico y fabulas (book of short stories) – 17 days	1.2, 2.1, 3.1, 3.2, 5.1, 5.2	Read, understand, and interpret written literature	Past participle as adjectives	Vocabulary words specific to each story in the book.	The writers and countries of origin for each story.	-Pre – reading activities -post reading activities -quizzes on each story -test on literary terms

*Note: I have added lesson plans in my personal curriculum for: Dia de los Muertos, Carnaval and cinco de mayo

**Note: All time frames are approximate. Additional days may need to be added.

****Note: The final chapter may be expanded. I didn't give sufficient time for each of the stories. There are 12 in total, which would be 24 days, plus the literature exam.

Spanish III Curriculum

*****Note: The final exam will be a cumulative project. Students may either write their own lyrics to teach a grammar topic and then create a video. Or, they may do the party project. They will plan a party and include a menu, a contract for the DJ, caterer, photographer, seating arrangements, and invitation, and a toast.