

Curriculum at a Glance

World Language

Spanish 3

Spanish 3 is a continuation of language learning from Spanish 1 and 2 focused on communicative language acquisition through listening, reading, speaking, and writing in the target language. Students will synthesize previously studied concepts to expand and reinforce real-world applications of language study as well as explore various cultural traditions. Throughout the course, students will engage in activities to study the community and members of the community, the geography and culture of the Spanish-speaking world, and the enhanced opportunities for travel language study provides. These skills are taught via scaffolding curriculum that capitalizes on sharpening previously studied concepts while introducing new skills to expand current language capacities. Each unit will develop students' ability to read, write, listen and speak in the target language/

Unit Description	Content and/or Skills
Las vacaciones: Students will recognize and orally express vocabulary and grammatical patterns related to vacations.	<ul style="list-style-type: none"> • Utilize vocabulary related to vacations, including climate and activities. • Use the preterite tense to describe actions that took place once • Use the imperfect tense to describe background information • Describe vacations that they used to go on • Ask and answer questions related to the vacations i.e. Where did you go? How was the weather? How did you feel about your vacation?, etc.
Los pasatiempos: Students will recognize and orally express vocabulary and grammatical patterns related to pastimes.	<ul style="list-style-type: none"> • Utilize vocabulary related to pastimes • Use the imperfect tense to describe pastimes that they used to enjoy • Express like/dislike of certain pastimes • Ask and answer questions related to pastimes i.e. What used to interest you? How do you feel about...? etc. • Use “we” commands to encourage friends to do something together
Ayúdame Amparo: Students will recognize and orally express vocabulary and grammatical patterns related to giving advice to family and friends.	<ul style="list-style-type: none"> • Utilize vocabulary related to asking for and giving advice about hobbies and interests • Ask and answer questions related to advice • Use “hacer” and time expressions to describe how long something has been done • Use negative expressions to describe activities that no one has done, or that have never been done • Use comparative expressions
El arte y la música: Students will recognize and orally express vocabulary and grammatical patterns related to art and music.	<ul style="list-style-type: none"> • Utilize vocabulary related to art and music • Read about and describe various works of art

	<ul style="list-style-type: none"> • Use the subjunctive mood with desires to express artworks they hope to see • Use the passive voice to describe where/how something was made • Present information about artworks from Spanish-speaking countries
Ponte al día: Students will recognize and orally express vocabulary and grammatical patterns related to various forms of media.	<ul style="list-style-type: none"> • Utilize vocabulary related to various forms of media • Ask and answer questions related news/entertainment television, articles and/or radio • Use the indicative mood to express certainty • Use the subjunctive mood to express doubt
La amistad: Students will recognize and orally express vocabulary and grammatical patterns related to friendship.	<ul style="list-style-type: none"> • Utilize vocabulary related to friendship • Describe what makes a good friend and a bad friend • Use the subjunctive mood with the unknown/imaginary to express what a good friend would or would not do • Use the subjunctive mood to express feelings about a certain event or action
Las actitudes: Students will recognize and orally express vocabulary and grammatical patterns related to attitudes toward classes and school climate.	<ul style="list-style-type: none"> • Utilize vocabulary related to classes and school climate • Describe the positive and negative factors that contribute to the climate of a school • Ask and answer questions related to planning a school schedule • Use the subjunctive mood to express what classes they hope to take as well as other changes they hope to see in the school • Use the subjunctive mood with denial
Las relaciones: Students will recognize and orally express vocabulary and grammatical patterns related to working through relationships with friends and family.	<ul style="list-style-type: none"> • Utilize vocabulary related to relationships with family and friends • Ask and answer questions related to arguments within a relationship • Use the future tense to express what will happen • Use the conditional tense to express what would happen • Apologize for a wrongdoing
Con familia: Students will recognize and orally express vocabulary and grammatical patterns related to family events.	<ul style="list-style-type: none"> • Utilize vocabulary related to events that have happened in a family • Use the present progressive tense to describe what family members are doing (going to school, working, etc.) • Use the present perfect tense to describe what has happened • Use the present perfect tense in the subjunctive mood to express feelings about events that have happened

La comida casera: Students will recognize and orally express vocabulary and grammatical patterns related to a family meal.

- Utilize vocabulary related to meals with their families
- Ask and answer questions related to how food tastes and how food is prepared
- Read and respond to food criticism