

Hesperia Community Schools

Teacher: McCabe

Course: Spanish III

Timeline	HSCE's/GLCE's and CCSS	Content What topic(s) is being covered? What do students need to know?	Essential Skills What do students have to be able to do to connect the content to the skills?	Content Vocabulary	Assessments: What evidence (products and/or performances is collected to establish that the content and skills have been learned?)	Resources What materials, texts, videos, internet, or software support instruction?
Review (3-5 Weeks)	1.1.M.SL.a 1.1.M.SL.b 1.1.N.SL.f 1.1.M.SL.g 1.1.M.SL.i 1.1.N.RW.b 1.1.M.RW.f 1.2.M.L.b 1.2.M.R.a 2.1.M.F.a 2.1.M.F.c 2.2.M.F.a 3.1.M.a 3.2.M.a 4.1.N.c 4.2.M.a 5.2.N.a 5.2.N.b 5.2.N.c	<p>*Home, school; sports and daily routine; vacations; shopping and celebrations; city and country; hotels and restaurants Vocabulary.</p> <p>*Various cities and cultures in Spanish-speaking world.</p> <p>*Grammar: -present tense of regular and irregular verbs -Verbs: ir, dar, estar -Preterite and imperfect of regular verbs -Verbs: interesar, aburrir, gustar -Indirect & Direct object pronouns -Double object pronouns -Present perfect tense -Regular and irregular participles</p>	<p>*Students will be able to discuss all the unit vocabulary within meaningful contexts (both in written and verbal forms).</p> <p>*Students will be able to identify Spanish-speaking cities and their cultures.</p> <p>*Students will review and be able to use the unit's grammatical forms along with the vocabulary.</p>	<p>*Home, school; sports and daily routine; vacations; shopping and celebrations; city and country; hotels and restaurants Vocabulary. Grammar: -present tense of regular and irregular verbs -Verbs: ir, dar, estar -Preterite and imperfect of regular verbs -Verbs: interesar, aburrir, gustar -Indirect & Direct object pronouns -Double object pronouns -Present perfect tense -Regular and irregular participles</p>	<p>*Vocabulary Quiz *Unit Test</p>	<p>*Packets and handouts derived from Asi Se Dice 3.</p> <p>*Study guide for test</p> <p>*Vocabulary lists/handouts</p> <p>*Guided notes</p> <p>*Personal handouts for warm-ups & notes.</p>

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Unit 1 (Ch. 1) Kitchen & Cooking (2-4 weeks)	1.1.A.SL.a 1.1.M.SL.j 1.1.M.RW.j 1.2.M.L.a 1.2.M.R.a 1.2.M.R.b 1.3.M.S.a 1.3.M.W.a 2.1.M.F.c 2.2.M.F.a 2.2.M.E.b 3.1.M.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.M.b	*Kitchen and cooking vocabulary. *Various foods and recipes in the TL. *Discuss the Metric System and Good nutrition. *The subjunctive verb form. *Formal commands *Negative informal commands	*Students will be able to talk about foods and food preparation in the TL. *Students will be able to write down, give direction and discuss recipes in the TL. *Students will use the subjunctive verb forms, formal commands, negative informal commands while utilizing kitchen and cooking vocabulary. *Students will be able to identify the metric system and points of good nutrition.	*Kitchen and cooking vocabulary *Metric System *Good nutrition vocabulary *Subjunctive; formal commands; negative informal commands [grammar]	*Vocabulary Quiz *Unit Test	*Packets and handouts derived from Asi Se Dice 2 and 3. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 2 (Ch. 2) Body Parts; Exercise Emergency Room (3-4 Weeks)	1.1.A.SL.a 1.1.M.SL.j 1.1.M.RW.j 1.2.A.L.a 1.2.M.L.a 1.2.M.R.a 1.2.M.R.b 1.3.M.S.a 2.1.M.F.c 2.2.M.F.a 2.2.M.E.b 3.1.M.a 4.1.N.d 4.2.M.a 5.2.N.a 5.2.M.b	*Parts of the body *Exercise and physical activity *Minor medical problems *The emergency room *Emergency rooms in the Spanish-speaking world. *Physical activity and good health. *Doctors Without Borders *Grammar: subjunctive with impersonal expressions; stem-changing verbs. *Grammar: Comparing similar items.	*Students will be able to identify more body parts (then previously mastered). *Students will be able to discuss exercising and physical fitness. *If an accident were to occur, students will be able to describe the accident and any injuring them or other participants may have in the Emergency Room (in the TL). *Learn and use more forms of the Spanish subjunctive. *Students will learn how to compare similar items in the TL.	*Body Parts *Exercise and physical activity *Minor medical problems. *The emergency room. *Grammar: subjunctive and comparisons.	*Vocabulary Quiz *Unit Test	*Packets and handouts derived from Asi Se Dice 2 and 3. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 3 (Ch. 3) Special Events and Occasions (2-4 weeks)	1.1.M.SL.a 1.1.M.SL.e 1.1.A.SL.g 1.1.M.SL.i 1.1.M.RW.c 1.1.M.RW.h 1.2.M.L.a 1.2.M.L.b 1.3.M.S.c 2.1.M.H.c 2.1.M.F.e 2.2.M.F.d 3.1.M.a 3.2.M.a 4.1.M.b 4.2.M.a 4.2.M.b 5.2.N.b 5.2.A.a	*Wedding, Baptism, Birthday, and Funeral Vocabulary. *Various cities in the Spanish-speaking world. *Quinceañeras *Read and analyze a literary excerpt by a Hispanic writer. *Subjunctive: to express wishes and emotions *Possessive pronouns	*Students will be able to talk about various passages of life: weddings, baptisms, birthdays, and funerals. *Students will read, analyze, and discuss a poem by the Peruvian writer Abraham Valdelomar. *Students will be able to use the subjunctive verb form to express wishes and emotions; related to life passage events. *Students will learn and identify the importance of Quinceañeras and customs in the Spanish-speaking world.	*Wedding, Baptism, Birthday, and Funeral Vocabulary. *Subjunctive: to express wishes and emotions *Possessive pronouns	*Vocabulary Quiz *Unit Test *Group Presentation: Research certain life passage event in a Spanish-speaking country and create a PowerPoint presentation to show class.	*Packets and handouts derived from Asi Se Dice 3. *Rubric for Group Presentation *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes. * Quinceañeras DVD

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Unit 4 (Ch. 4) Running errands	1.1.A.SL.a 1.1.M.SL.f 1.1.M.SL.g 1.1.M.SL.h 1.1.M.RW.b 1.1.M.RW.g 1.2.M.L.a 1.3.M.W.a 2.1.M.H.c 2.1.M.F.c 2.1.N.E.b 2.2.M.F.a 2.2.N.E.b 3.1.M.a 4.1.M.c 4.2.M.b 5.2.M.a	*Hair salon, washing clothes, mailings letters and packages, and bank vocabulary. *European currency *Hair salons, Laundromats, and banks in Spanish-speaking countries. *Various tourist sites in Spanish-speaking countries. *Subjunctive: expressions of doubt & adverbial clauses *Pluperfect verb tense *Conditional and future verb tense	*Students will be able to discuss errands in the TL. *Students will be able to discuss preparing for a trip in Spain in the TL; also using the conditional and future verb tenses. *Students will read and analyze a short story from Argentina. *Students will learn and use the new subjunctive and pluperfect verb forms within both written and verbal forms.	*Hair salon, washing clothes, mailings letters and packages, and bank vocabulary. *European currency *Grammar: -Subjunctive: expressions of doubt & adverbial clauses -Pluperfect verb tense -Conditional and future verb tense	*Vocabulary Quiz *Unit Test *Hypothetical trip brochure project -Research a Hispanic country/city one wants to visit; explain what one will do using unit vocabulary and grammar; present to class.	*Packets and handouts derived from Asi Se Dice 3. *Rubric for Trip Brochure Project *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 5 (Ch 5) Courtesies and Manners (2-4 weeks)	1.1.M.SL.b 1.1.M.SL.e 1.1.M.SL.j 1.1.M.RW.b 1.1.M.RW.g 1.1.M.RW.j 1.2.A.R.a 2.1.M.E.c 3.1.M.a 3.2.M.a 4.1.M.c 4.2.M.a 5.2.N.a 5.2.M.a	*Courtesies and manners vocabulary. *Typical greetings in both Spanish-speaking countries and among Spanish speakers. *Traditional customs in Spanish-Speaking countries. *Compare manners and courtesies of the U.S. with Spanish-speaking countries [culture comparison] *Imperfect subjunctive *Subjunctive versus the infinitive *Suffixes	*Students will be able to discuss manners and courtesies in the Spanish-speaking world. *Students will be able to compare and contrast manners and courtesies between the U.S. and Spanish-speaking countries. *Students will learn how to use the imperfect subjunctive in both written and verbal contexts. *Students will identify the difference between the subjunctive and the infinitive. *Students will identify and use suffixes.	*Courtesies and manners vocabulary *Grammar -Imperfect subjunctive -Subjunctive versus the infinitive -Suffixes	*Vocabulary Quiz *Unit Test	*Packets and handouts derived from Asi Se Dice 3. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 6 (Ch. 6) Air, Train, and Car Travel (2-4 weeks)	1.1.M.SL.b 1.1.M.RW.b 1.2.M.L.b 1.2.M.R.b 1.3.M.S.c 2.1.M.F.d 2.2.M.G.b 2.2.M.G.c 2.2.M.F.a 3.1.M.a 3.2.M.a 4.1.M.c. 5.2.N.a 5.2.M.a 5.2.M.b	*Air, train, and car travel *Car rental in Spanish-speaking countries *Airports and Train stations is various Spanish-speaking cities. *Short story by the Spanish author Emilia Pardo Bazán *Subjunctive with conjunctions of time *Subjunctive to express commands and advice *Irregular nouns	*Students will be able to discuss several modes of transportation in the TL. *Students will be able to discuss a trip to Bolivia. *Students will read, analyze and discuss a short story by Spanish author Emilia Pardo Bazán. *Students will be able to identify and use irregular nouns, the subjunctive verb form with conjugations of time, commands and advice both in written and oral forms	*Air, train, and car travel *Car rental in Spanish-speaking countries *Grammar -Subjunctive with conjunctions of time -Subjunctive to express commands and advice -Irregular nouns	*Vocabulary Quiz *Unit/Chapter Test *Rewrite their own version (perspective) of the story they read and present to class.	*Packets and handouts derived from Asi Se Dice 3. *Rubric for original version of story. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 7 (Ch. 7) Art & Literature (2-4 weeks)	1.1.M.SL.b 1.1.M.RW.b 1.2.M.L.b 1.2.M.R.b 1.3.M.S.c 2.1.M.F.d 2.2.M.C.a 2.2.M.C.b 2.2.M.G.b 2.2.M.G.c 2.2.M.F.a 2.2.M.F.c 3.1.M.a 3.2.M.a 4.1.M.c. 5.2.N.a 5.2.M.a 5.2.M.b	*Art and Literature vocabulary *Famous Hispanic literary and art works. *Present Perfect verb form *Pluperfect verb form *Si (IF) clauses *Adverbs ending in “-mente”	*Students will be able to discuss Hispanic fine art and literature in the TL. *Students will be able to identify and describe a mural by Mexican Artist Diego Rivera. *Students will learn how to read and analyze a sonnet (poem), and other poems in the TL. *Students will identify and learn how to use all of the new grammatical forms introduced in this unit; both verbally and in written form.	*Art and Literature vocabulary *Famous Hispanic literary and art works. *Grammar: -Present Perfect verb form -Pluperfect verb form -Si (IF) clauses -Adverbs ending in “-mente”	*Vocabulary Quiz *Unit/Chapter Test *Write a poem in the TL. Present to class.	*Packets and handouts derived from Asi Se Dice 3. *Rubric for original poem. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 8 (Ch. 8) Past and Present Latinos in the U.S. (2-4 weeks)	1.1.M.SL.b 1.1.M.RW.b 1.2.M.L.b 1.2.M.R.b 1.3.A.W.c 1.3.M.S.c 2.1.M.F.d 2.1.M.F.e 2.1.M.H.c 2.2.M.G.b 2.2.M.G.c 2.2.M.F.a 3.1.M.a 3.2.M.a 4.1.M.c. 5.2.N.a 5.2.M.a 5.2.M.b	*History of Latinos in the U.S. *Spanish-speakers, television, and the press in the U.S. today. *Various Hispanic festivals celebrated within the U.S. *Puerto Rican Poetry *Subjunctive verb forms with: “aunque” “-quiera” *Definite and indefinite articles (when and how to use) *Apocopated [shortened] adjectives	*Students will be able to discuss the history of Latinos in the U.S. in the TL. *Students will learn and be able to discuss the Latino experience within the U.S. [past and present] *Students will read, analyze and discuss a poem by Puerto Rican Poet Julia de Burgos. *Students will understand and be able to use the new grammatical forms presented in this unit; both in written and verbal forms.	*Vocabulary pertaining to history of Latinos; present day Latinos. *Poetry vocabulary *Grammar -Subjunctive verb forms with: “aunque” “-quiera” -Definite and indefinite articles -Shortened adjectives	*Vocabulary Quiz *Unit/Chapter Test *Famous American Latino Research Project. Research a famous Latino/a and their lives; write a research paper with correct citation and bibliography.	*Packets and handouts derived from Asi Se Dice 3. *Rubric for mini-research project. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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Unit 9 (Ch. 9) Food Preparation & History of Food (2-4 weeks)	1.1.M.SL.b 1.1.M.RW.b 1.2.M.L.b 1.2.M.R.b 1.3.A.W.c 1.3.M.S.c 2.1.M.F.d 2.1.M.E.b 2.2.M.E.b 2.2.M.F.a 2.2.M.G.b 2.2.M.G.c 2.2.M.F.a 3.1.M.a 3.2.M.a 4.1.M.c. 5.2.N.a 5.2.M.a 5.2.M.b	*Food, preparation, and food history vocabulary. *Various foods and products [economy] of Spanish-speaking countries. *History of the potato, tomato, and spices. *Chilean Poem *Passive voice *Relative pronouns *Expressions of time with “hace” and “hacía”	*Students will identify foods, food preparation techniques, and history of specific foods. *Students will learn about and be able to identify different products of Spanish-speaking countries. *Students will read, analyze, and discuss a poem by Chilean poet Pablo Neruda. *Students will use the grammatical forms of this unit in both grammatical and verbal forms. *Students will express time in two different forms of past tense.	*Food, preparation, and food history vocabulary. *Grammar -Passive voice -Relative pronouns -Expressions of time with “hace” and “hacía”	*Vocabulary Quiz *Unit/Chapter Test **Mini-Food Research Project: Choose one type of food and research its history and present to class in the TL [using unit’s grammatical verb forms].	*Packets and handouts derived from Asi Se Dice 3. *Rubric for research project. *Study guide for test *Vocabulary lists/handouts *Guided notes *Personal handouts for warm-ups & notes.

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