**MASSAPEQUA PUBLIC SCHOOLS**

**Spanish 3ACC**

**Curriculum Update**

 **Summer 2015**

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# Course Description/Rationale

The aim of this course is to begin preparation for the Advanced Placement exam. The course will address all of the standards for foreign language learning. Students will use the language in various ways designed to reflect the tasks required for the Spanish Language AP exam. The class will use comprehensible input, as well as modern technology to achieve these goals. It is conducted in the target language to further listening and speaking skills. There is an emphasis on advanced grammar. In addition to the textbook, various literary and cultural selections will be studied.

# Key Words for Curriki

Spanish 3ACC

Español 3ACC

Pre-AP

Realidades 3

# Common Core State Standards

## Common Core Standards in Speaking and Listening

LS1: conversations and collaborations with diverse partners

LS2: integration and evaluation of information

LS3: evaluation of speaker’s point of view

LS4: presentation of information

LS5: strategic use of digital media

LS6: speech adapted to a variety of contexts

## Common Core Standards in Reading

R1: Reading to determine what the text says explicitly, citing textual evidence

R2: Determine central ideas or themes, with supporting details

R3: Analysis of how and why individuals, events, or ideas develop and interact

R4: Interpretation of words and phrases; analysis of meaning or tone

R5: Analysis of the structure of texts

R6: Assessment of how point of view or purpose shapes the content and style of a text

R7: Integration and evaluation of content presented in diverse formats and media

R8: Evaluation of arguments in a text

R9: Analysis of how two or more texts address similar themes or topics

R10: Independent reading and comprehension of complex literary and informational texts

## Common Core Standards in Writing

W1: Writing arguments to support claims

W2: Writing informative/explanatory texts

W3: Writing narratives to develop real or imagined experiences or events

W4: Development, organization, and style are appropriate to task, purpose, and audience

W5: Planning, revising, editing, rewriting, or trying a new approach

W6: Using technology, including the Internet, to produce and publish writing

W7: Conducting research projects

W8: Gathering relevant information; integrating information while avoiding plagiarism

W9: Drawing evidence from literary or informational texts to support analysis, reflection, and research

W10: Writing over time

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# ACTFL Standards for Foreign Language

# Communication: *Communicate in Languages Other Than English*

# 1.1 Students engage in conversations, provide and obtain information,express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Cultures:** *Gain Knowledge and Understanding of Other Cultures*

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections:** *Connect with Other Disciplines and Acquire Information*

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

**Comparisons:** *Develop Insight into the Nature of Language and Culture*

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studies and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities:** *Participate in Multilingual Communities at Home & Around the World*

5.1 Students use the language both within and beyond the school setting.

5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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# Curriculum at a Glance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unit** | **Context** | **Structures** | **Time Frame** |
| 1 | **Días inolvidables** | * weather
* activities
* competition
 | * preterit tense (all forms regular/irregular)
* imperfect tense
* uses of the imperfect tense
 | 4 weeks |
| 2 | ¿**Cómo te expresas?** | describing art & sculpturewhat influences art? | * preterite vs imperfect
* verbs with special meanings in the preterite & imperfect
 | 5 -6 weeks |
| 3 | **¿Qué haces para estar en forma?** | * nutrition
* habits for good health
* exercise/ staying in shape
 | * informal commands
* formal commands
* subjunctive mood
 | 6 weeks |
| 4 | **¿Cómo te llevas con los demás?** | * friendship
* expressing & resolving interpersonal relationships.
 | * subjunctive mood with verbs of emotion
* por vs. para
* possessive pronouns
 | 4 weeks |
| 5 | **Trabajo y comunidad** | * jobs and activities in the workplace
* personal qualities and skills needed
* volunteer and community work
 | * present perfect tense
 | 4 weeks |
| 6 | **¿Qué nos traerá el futuro?** | * careers and professions
* plans for the future
* impact of technology in our lives
 | * future tense
* future of probability
 | 4 weeks |
| 7 | **Encuentro entre culturas** | * fusion of cultures in Spain
* fusion of cultures in the Americas
 | * conditional tense
* Imperfect subjunctive
 | 4 weeks |

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# Unit 1: Días inolvidables

Time frame: approximately 4 weeks (September)

**Essential Question: What do different cultures do for fun & entertainment?**

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to audio/ video about excursions and competitions.
* talk about nature and sports events.
* describe a trip.
* compare famous trips in Spain with similar trips in their community.
 |
| **Reading** | * “¡Una aventura desastrosa!” p. 24
* “Parques Nacionales en América del Sur” p. 27
* “Los Ecocamps en Torres del Paine” p. 34
* “La voz del estudiante” p. 38
* “El Camino de Santiago” p. 48
* “Los Caminos Inca” from RWS practice section in online workbook
 |
| **Writing** | * Read to Write: ¿Qué me cuentas? Students will read 2 articles about different events that occurred in Spanish-speaking countries. They will then choose one of the events to write an article in their school newspaper as if they had attended this event.
 |
| **Culture** | * National Parks in Chile, Argentina, & Mexico.
* Different kinds of competitions in Spanish Speaking countries.
* The annual pilgrimage to the Cathedral of Santiago de Compostela in Spain.
* The Legend of 2 volcanoes in Mexico.
 |
| **Structures** | * Preterite Tense
* Verbs with spelling & stem changes in the Preterite.
* Irregular verbs in the Preterite.
* The Imperfect Tense
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, audio and video activities, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues/presentations, mini-quizzes, 1 test, 1 read to write activity |

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# Unit 2: ¿Cómo te expresas?

Time frame: Approximately 5-6 weeks (End of September - End of October)

**Essential Question: How do the arts express how people feel?**

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to Spanish music.
* watch short video clips about several Spanish artists.
* compare how these artists express their ideas.
 |
| **Reading** | * “Los Mundos de Miró y Dalí” p. 74
* “Conexiones: el arte” p. 80
* “Espectáculos del mundo latino” p. 84
* “Reseña de un musical” p. 92
* “El mundo de Francisco Goya” p. 94
* “El Arte Tradicional” y “el Arte de vanguardia” y “El arte digital” from RWS practice section in online workbook.
 |
| **Writing** | * Read to write task: The students will receive 2 different articles about 2 different Hispanic artists and their work. They will then have to write an article for the school newspaper reviewing one of these artists/work that they recently saw on the school trip to the museum.
 |
| **Culture** | * Artists of the Spanish-speaking world.
* The origins of Salsa.
* The Spanish Zarzuela.
 |
| **Structures** | * Preterite vs. Imperfect
* Verbs with different meanings in the Imperfect and the Preterite.
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, authentic video and audio sources, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues, mini-quizzes, 1 test, 1 composition, debate |

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# Unit 3: ¿Qué haces para estar en forma?

Time frame: approximately 6 weeks (November -beginning of December)

**Essential Question: What is a healthy lifestyle?**

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to and discuss health advice and nutrition.
* give advice to others about healthy lifestyles.
* compare an ancient game with a modern game.
 |
| **Reading** | * “La alimentación de los jóvenes” p. 116
* “Consejos para una alimentación saludable” p. 117
* “Las plantas medicinales” p. 120
* “Las ciencias” p. 124
* “Día mundial de la salud” p. 129
* “La educación física en España” p. 131
* “Un juego muy antiguo” p. 141
* “¡Cambia tus hábitos” p. 146
* “¿Qué haces para estar en forma? & La ecodieta es un nuevo hábito alimenticio” from RWS practice section in online workbook.
 |
| **Writing** | * Project: Google slides Presentation on how to live a healthy lifestyle. Students will use research from articles that they have read, as well as prior knowledge to inform their classmates about key elements to living a healthy life.
 |
| **Culture** | * Medicinal plants of Latin America
* Eating habits of young Spaniards.
* Physical education in Spain.
* Sports in ancient American civilizations.
 |
| **Structures** | * Affirmative and negative informal commands
* Affirmative and negative formal commands
* Subjunctive mood of regular, irregular, and stem-changing verbs.
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, authentic video and audio sources, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues, mini-quizzes, 1 test, 1 project |

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# Unit 4: ¿Cómo te llevas con los demás?

Time frame: approximately 4 weeks (Before Dec. break & first two weeks in January)

**Essential Question:**  What types of relationships are important?

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to different types of relationships.
* discuss types of conflicts.
* express opinions and emotions while discussing problems.
* compare the relationships between teens & their parents in Mexico and their own personal experience.
 |
| **Reading** | * “Prueba de la amistad” p. 162
* “No me vas a creer” p. p. 173
* “Conexiones-Las Ciencias Sociales” p. 170
* Fondo Cultural- el mundo hispano: “La telenovela” p. 178
* “El amor en las artes” p. 186
* “Llevarse bien con los hermanos” & “Cómo resolver conflictos entre amigos” from RWS practice section in online workbook.
 |
| **Writing** | * Read to write task: Students will Read two articles about getting along with friends and getting along with family members. From the information in the articles, they will decide why it is easier/harder to get along with one group and opposed to the other.
* Mini project: write a poem in Spanish about your best friend or what you think friendship is?
 |
| **Culture** | * Love and friendship celebrations in the Spanish-speaking world.
* Love in the arts.
* The soap opera in Latin America.
 |
| **Structures** | * Subjunctive mood with verbs of emotion.
* Por vs. Para.
* Possessive pronouns.
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, authentic video and audio sources, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues, mini-quizzes, 1 test, 1 read to write task, mini project. |

# Unit 5: Trabajo y Comunidad

Time frame: approximately 4 weeks ( February - March)

**Essential Question:** What is the importance of finding a job or profession?

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to job interviews
* listen to and talk about classified ads
* talk about applying for a job
* exchange information about your skills, background experience, and job opportunities.
 |
| **Reading** | * “Los anuncios clasificados” - p.209
* “El mejor trabajo para ti” - p.212
* “En voz alta”(poema) - p.215
* “El arte” - p.219 (with mapa global interactivo)
* “La Pobreza” - p. 238-241 (with guided WB and communicative WB)
 |
| **Writing** | * formal writing- write a cover letter to apply for a job. Try to persuade reader.(100 words)
* informal writing-create a classified ad, using online research and vocabulary.
 |
| **Culture** | * “Puente a la Cultura” section of each chapter features readings, articles and video documentaries from a variety of spanish-speaking cultures. Guided web activities offer opportunities to further explore cultural themes.
 |
| **Structures** | * present perfect tense
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, audio and video activities, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues/presentations, mini-quizzes, 1 test, 1 formal or informal writing (to be determined) |

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# Unit 6: ¿Qué nos traerá el futuro?

Time frame: approximately 4 weeks (March- April)

**Essential Question:** What does the future hold for us?

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen and speak about future plans and predictions
* talk about future problems and advances
* explain career goals for the future
* listen to how hispanic architects are shaping the future
 |
| **Reading** | * “Jóvenes hispanohablantes en Washington” - p.262
* “Rima LIII” - p.264 (poem)
* “Bachillerato Internacional” - p.271
* “La vida en el 2050” - p.272 (article)
* “El español en la comunidad” - p.276
* “Rosa” - p.284-287
 |
| **Writing** | * “El futuro según el presente” - write an essay comparing the past and the present (100 words)
 |
| **Culture** | * “Puente a la Cultura” section of each chapter features readings, articles and video documentaries from a variety of spanish-speaking cultures. Guided web activities offer opportunities to further explore cultural themes.
 |
| **Structures** | * future tense
* future of probability
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, audio and video activities, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues/presentations, mini-quizzes, 1 test, 1 formal or informal writing (to be determined) |

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# Unit 7: Encuentro entre culturas

Time frame: approximately 4 weeks (beginning of May - first week in June)

**Essential Question:** What are some interactions between the spanish-speaking cultures?

**Content map of CC Standards, Key Ideas, Performance Indicators:**

|  |  |
| --- | --- |
| **Listening / Speaking** | **Students will...*** listen to passages about the indigenous cultures
* talk about cultural heritage
* express your opinion about cultural exchanges
* present a guided city tour
* engage in conversations relevant to situations
 |
| **Reading** | * “Una gran mezcla entre culturas” - p.346-347
* “Buenos Aires” - p.350
* “La música” - p.355
* “La llegada: Los aztecas y Hernán Cortés” - p.356-357
* “La fusión” - p.358
* “Mi herencia africana” - p.362
* “El último sol” - p.376-378
 |
| **Writing** | * “Mi experiencia con otras culturas” - Narrate a personal experience and add details to make story more interesting. (100-120 words)
 |
| **Culture** | * “Puente a la Cultura” section of each chapter features readings, articles and video documentaries from a variety of spanish-speaking cultures. Guided web activities offer opportunities to further explore cultural themes.
 |
| **Structures** | * conditional tense
* imperfect subjunctive (if time)
 |

**Other:**

|  |  |
| --- | --- |
| **Technology Component** | Online workbook and web activities, audio and video activities, Smartboard Interactive lessons, Youtube videos, Haiku discussion boards... |
| **Assessment** | Online workbook activities, Informal questioning, dialogues/presentations, mini-quizzes, 1 test, 1 formal or informal writing (to be determined) |

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