

# Dakota/Chippewa HS Content Curriculum Map

Course: Spanish 3 as of: April 2014

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|           | CONTENT/MI Framework STANDARDS & BENCHMARKS  | SKILLS   | ASSESSMENT & PRODUCTS  |
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| September | <p>Review:</p> <p>Etapas Preliminar</p> <ul style="list-style-type: none"> <li>• Ar/er/ir verbs present tense</li> <li>• Adjectives (forms and placement)</li> <li>• Ser/estar</li> <li>• Question words</li> <li>• Telling time</li> <li>• Ir, ir + a + infinitives</li> <li>• Stem changing verbs</li> <li>• Irreg verbs<br/>Caer, hacer, poner, salir, traer, conocer, dar, saber, ver, venir, decir</li> <li>• Ar/er/ir regular preterite tense</li> <li>• DOP's and IOP's (also with commands)</li> </ul> <p>Begin Unidad 1:1</p> <p>Cultural emphasis on New York and Hispanic population of U.S</p> | <p>To be able to converse, comprehend, and write at an advanced level from Spanish 1 and 2</p> <p>Solid review for basis to move on</p>                        | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> <p>Songs</p> <p><b>Student of the Week project</b><br/><b>Reading: ¿Por qué pican los mosquitos?</b></p> <p>Conversations</p> |
| October   | <p>1<sup>st</sup> quarter essay –<br/>Un viaje inolvidable (preterite)</p> <p>Unidad 1:1<br/>Airplane vocab, <b>travel plans (page 265)</b> and leisure activities<br/><b>Not in book: Hacer + time (present</b></p>   | <p>To be able to use travel and airline vocab</p> <p>To be able to conjugate verbs</p> <p>To understand culture</p> <p>To use the food and fine arts vocab</p> | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> <p>Use video-streaming</p>  |

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|                        | <p><b>and preterite) p.224</b><br/>Review Preterite (Regular and Irregular)</p> <p><b>1.1 Reading:</b> En voces p. 44 &amp;45</p> <p>Travel dialogue</p> <p>Unidad 1:2<br/>Vocabulary with fine arts and food<br/>Stem changing – present tense</p> <ul style="list-style-type: none"> <li>e-i and u-ue and o-ue</li> </ul> <p>Irregular preterite verbs</p> <ul style="list-style-type: none"> <li>andar, decir, estar, poder, poner, querer, saber, tener, traer, venir, conducir, producir, traducir</li> </ul>   | <p>Conjugate verbs<br/>Learn the irregular verbs in the past tense</p>   | <p>Songs</p> <p>Student of the Week project<br/>Conversations</p>  |
| <p><b>November</b></p> | <p><b>1.2 Reading:</b> En colores: El arte latino de Chicago p. 66 &amp; 67</p> <p><b>Not in book: Don Quixote reading</b></p> <p>Unidad 1:3</p> <ul style="list-style-type: none"> <li>Vocabulary related to discussing ways of communication – newspapers television broadcasting</li> </ul> <p>Nationality adjectives</p> <ul style="list-style-type: none"> <li>forms and placement</li> </ul> <p>Demonstrative Adjectives and Pronouns</p> <p><b>1.3 Reading:</b> En voces: ¿Leíste el periódico hoy? P. 88 &amp; 89</p> <p><b>1.3 Reading:</b> En colores: Miami Puerta de la Américas 90 &amp; 91</p> | <p>To learn vocabulary with newspaper</p> <p>To express nationalities and know how to change them</p> <p>To be able to use demonstrative pronouns and adjectives<br/>Students will be able to use estar bien informado</p> | <p>The Zapato Rap for stem changers<br/>Song for irregulars (to the tune of La Cucaracha)</p> <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> <p>Songs</p> <p>Student of the Week project<br/>Use video-streaming<br/>Conversations</p> |

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|                 | <p>2<sup>nd</sup> quarter essay – La portada</p> <p>Unidad 1.3<br/>Irregular preterite stem changing<br/>(hot dog verbs)</p> <p>Review present participles</p>  |  |   |
| <b>December</b> | <p>Unidad 2:1</p> <p>Vocabulario: De pequeño</p> <p>Possessive Adjectives and<br/>Pronouns</p> <p>Review reflexives</p> <ul style="list-style-type: none"> <li>• present</li> <li>• preterite</li> <li>• progressive</li> </ul> <p>Imperfect formation</p>  | <p>Students will be able to form the imperfect tense</p> <p>Students will understand how to use possessive adjectives</p> <p>Students will be able to use possessive pronouns in dialogue and in writing</p> <p>Students will be able to use reflexive verbs in all tenses</p> | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> <p>Front page of newspaper and write a newspaper article</p> <p>Songs</p> <p>Student of the Week project<br/>Use video-streaming<br/>Conversations</p> |
| <b>January</b>  | <p>Review for exams: Complete oral and written parts of exams (their oral part is an interview for a job)</p> <p><b>Mid-term Exam</b></p> <p><b>2.1 Reading:</b> En voces: El monte de nuestro alimento (p. 116-117)</p> <p>Unidad 2:2<br/>Family vocabulary, celebrations, transitional words, ordinal numbers</p> |  | <p>Songs</p> <p>Use video-streaming<br/>Conversations</p>   |

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| <p><b>February</b></p> | <p>Imperfect tense<br/>Imperfect with the progressive tense</p> <p>Imperfect vs. Preterite</p> <p>Hispanic ART PROJECT<br/>Velázquez, Goya, Picasso, Rivera, and Kahlo (optional: DIA field trip)</p>  | <p>Students will understand how to form and use the imperfect tense</p> <p>Students will understand when to use imperfect and when to use preterite</p>   | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p>   |
| <p><b>March</b></p>    | <p><b>2.2 Reading:</b> En colores - ¡Temblor!<br/>P. 138-139</p> <p>Unidad 2:3<br/>Vocabulary on at the restaurant, things to do in the city, activities and events</p> <p>Double object pronouns with</p> <ul style="list-style-type: none"> <li>• progressive tense</li> <li>• infinitives</li> <li>• familiar affirmative and negative commands</li> </ul> <p>Verbs similar to gustar Review indirect and direct object pronouns</p> <p><b>2.3 Reading:</b> En Voces:<br/>Teotihuacán p. 160-161</p> <p><b>2.3 Reading:</b> En colores<br/>Buen Provecho p. 162-163</p> | <p>Students will be able to use vocabulary for restaurant and what one likes to do</p> <p>Students will be able to use verbs like gustar</p> <p>Students will be able to use DOPs and IOPs in the same sentence</p> | <p>Go to web site for Goldilocks and Superman in imperfect and preterite</p> <p>Write books using imperfect / preterite<br/>Or write an essay on what they used to do as a child and bring in a baby picture: students guess who's who or storybook activity</p> <p>Videostreaming</p> |
| <p><b>April</b></p>    | <p>Unidad 3.1</p> <p>Healthy living vocabulary</p> <p><b>Not in Book: Review tú commands</b></p>   | <p>Students will be able to use health vocabulary and give formal and informal commands</p>   | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> <p>Use videostreaming<br/>Demonstration or commercial</p>   |

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|                        | <p>Ud./Uds. Commands</p> <ul style="list-style-type: none"> <li>Irregular SIDES (ser, ir, dar, estar, saber)</li> </ul> <p>Unidad 3.2 -mente p 206</p>  |   | <p>projects.</p>   |
| <p><b>May/June</b></p> | <p>Unidad 3.3</p> <p>Health Problems vocabulary</p> <p>Introduction to the subjunctive</p> <ul style="list-style-type: none"> <li>Regular Verbs</li> <li>-Car, -Gar, -Zar</li> <li>Irregular SIDES (ser, ir, dar, estar, saber)</li> <li>Stem-changing AR and ER (not IR)</li> </ul> <p><b>3.3 Reading:</b> En Voces: El estatus político de Puerto Rico p. 232-233</p> <p>Review for exams</p> | <p>Students will be able to discuss health problems and use the subjunctive</p> | <p>Tests, quizzes, dialogues, games, listening activities, Videos with comprehension exercises, CDs, translating, writing, speaking, essays, games, group work</p> |