

Honors Spanish 3

Curriculum

This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21st century skills, integration of technology, and integration of 21st Century Life and Career standards.

About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2022.

Lower Cape May Regional School District Spanish III Curriculum	
Content Area: Spanish	
Course Title: Spanish III	Grade level: 10-12
Unit 1: Soy lo que soy (I Am What I Am)	Dates for Units: Weeks 1-3
Unit 2: La rutina diaria (Daily Routine)	Dates for Units: Weeks 4-6
Unit 3: ¡Ay, la vida doméstica! (Domestic Life)	Dates for Units: Weeks 7-10
Unit 4: Por la ciudad (Through the City)	Dates for Units: Weeks 11-14
Unit 5: El fin de semana (The Weekend)	Dates for Units: Weeks 15-17
Unit 6: De vacaciones (On Vacation)	Dates for Units: Weeks 18-20
Unit 7: ¡Buen provecho! (Enjoy Your Food)	Dates for Units: Weeks 21-23
Unit 8: La salud (Health)	Dates for Units: Weeks 24-26
Unit 9: ¡Buen viaje! (Have a Great Trip!)	Dates for Units: Weeks 27-30
Unit 10: El hidalgo de la Mancha (for Honors Spanish III)	Dates for Units: Weeks 31-38

**Lower Cape May Regional School District Spanish III Curriculum
Unit 1 Overview**

Content Area: Spanish

Unit Title: Soy lo que soy

Target Course/Grade Level: Spanish III/Grades 10-12

Unit Summary:

- Physical Descriptions
- Ser vs. estar
- Countries and nationalities
- Short story: Una hija singular (por Juan Carlos Moreno)

Interdisciplinary Connections:

- Discuss nationalities
- Identify countries and capitals of Spanish-speaking countries on a map

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
 - **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
 - **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
 - **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

CPI #

Cumulative Progress Indicators (CPI) for Unit

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic material on global issues, including climate change.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and- level appropriate, culturally authentic materials orally or in writing.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know to be able to describe myself and others? ● How can I discuss where people are from? ● What do I need to know to express where things are located? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use ser and estar to describe myself and others. ● I use a world map and ser and estar to discuss where people are from. ● I use ser and estar to express where things are located.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● geography and capital of Spanish-speaking countries ● personality and physical descriptions ● expressions used to indicate location ● authentic Spanish text 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● identify countries and capitals of Spanish-speaking countries ● use ser and estar ● read, understand, and discuss a short story

<p>Lower Cape May Regional School District Spanish III Curriculum Unit 2 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: La rutina diaria (Daily Routine)</p>
<p>Target Course/Grade Level: Spanish III/Grades 10-12</p>
<p>Unit Summary:</p> <ul style="list-style-type: none"> ● Daily activities ● Reflexive verbs

- Present progressive
- Short story: No hay que complicar la felicidad (por Marco Denevi)

Interdisciplinary Connections:

- (State primary content area interdisciplinary connections for this unit here.)

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language. innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

CPI #	Cumulative Progress Indicators (CPI) for Unit
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).		
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.		
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.		
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.		
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.		
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.		
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.		
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.		
<table border="1"> <tr> <td data-bbox="131 1444 776 1755"> <p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know to explain my daily routine and the daily routine of others ● What do I need to know to talk about ongoing actions? ● What do I need to know to read an authentic Spanish text? </td> <td data-bbox="776 1444 1502 1755"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use vocabulary related to daily routines and reflexive verbs ● I use the present progressive form <i>estar</i> + an <i>-ndo</i> verb (<i>estar</i> + present participle verb) ● I use the vocabulary pertaining to the reading </td> </tr> </table>		<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know to explain my daily routine and the daily routine of others ● What do I need to know to talk about ongoing actions? ● What do I need to know to read an authentic Spanish text? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use vocabulary related to daily routines and reflexive verbs ● I use the present progressive form <i>estar</i> + an <i>-ndo</i> verb (<i>estar</i> + present participle verb) ● I use the vocabulary pertaining to the reading
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● What do I need to know to explain my daily routine and the daily routine of others ● What do I need to know to talk about ongoing actions? ● What do I need to know to read an authentic Spanish text? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● I use vocabulary related to daily routines and reflexive verbs ● I use the present progressive form <i>estar</i> + an <i>-ndo</i> verb (<i>estar</i> + present participle verb) ● I use the vocabulary pertaining to the reading 		

Unit Objectives: <i>Students will know....</i> <ul style="list-style-type: none">● vocabulary of daily routines. and verbs that express movement● verbs that express continuous action.● an authentic Spanish text.	Unit Objectives: <i>Students will be able to.....</i> <ul style="list-style-type: none">● explain their daily routine, and use reflexive verbs.● say what is happening right now.● read, understand, and discuss Spanish literature.

**Lower Cape May Regional School District Spanish III Curriculum
Unit 3 Overview**

Content Area: Spanish

Unit Title: ¡Ay, la vida doméstica! (Domestic Life)

Target Course/Grade Level: Spanish III/Grades 10-12

Unit Summary:

- chores
- household objects
- ask for help
- present subjunctive
- short story: El arco de Balam-Acab (por Carlos Samayoa Chinchilla)

Interdisciplinary Connections:

- compare English grammar with Spanish grammar using the subjunctive
- compare American legends with Mayan legends

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic

	materials orally or in writing.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> ● How do Spanish speakers express their opinions about others' actions? ● How do Spanish speakers express doubt and other feelings, emotions about others' actions? ● How do families distribute/divide their house chores in the Spanish speaking world? ● What is the role of the Latin American woman at home and outside the home? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Spanish speakers use the subjunctive to express their opinion about what others are doing. English rarely uses the subjunctive for this but it is very common in Spanish. <ul style="list-style-type: none"> ● Spanish speakers use the subjunctive to express doubt or emotions/feelings about others' actions. English expresses differently. <ul style="list-style-type: none"> ● Modern Spanish-speaking families tend to divide household chores for the most part equally; however, in traditional older families the woman does most of the chores. ● The role of the Latin American woman is changing due to economical needs. Currently, more women work outside their homes in varied professions.
<p>Unit Objectives:</p> <ul style="list-style-type: none"> ● Unit Objectives: <i>Students will know....</i> 	<p>Unit Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● talk about their daily household

<ul style="list-style-type: none">● vocabulary of daily household chores.● vocabulary of everyday life objects● verbs that express volition in Spanish.● verbs that express doubt, feelings and emotion.● authentic Spanish text.	<p>chores</p> <ul style="list-style-type: none">● say what daily life objects they use● use verbs of volition● express doubt, feelings and emotion● read, understand, and discuss Spanish literature.
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**Lower Cape May Regional School District Spanish III Curriculum
Unit 4 Overview**

Content Area: Spanish

Unit Title: Por la ciudad (Through the City)

Target Course/Grade Level: Spanish III/Grades 10-12

Unit Summary:

- ask directions
- follow directions
- adverbs and prepositions of place
- short story: Las aventuras de Juan Bobo (cuento folklórico mexicano)

Interdisciplinary Connections:

- compare and contrast cities and towns in Spanish-speaking countries with those in the United States
- compare and contrast Spanish literature with American literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from

	other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
Unit Enduring Questions: <ul style="list-style-type: none"> ● What do I need to know to give and follow directions? ● What do I need to know to tell people what to do or what not to do? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● I use commands to give and follow directions ● I use affirmative and negative commands
Unit Objectives: <i>Students will know....</i>	Unit Objectives: <i>Students will be able to.....</i>

<ul style="list-style-type: none"> ● affirmative and negative commands. ● authentic Spanish text. 	<ul style="list-style-type: none"> ● ask for and follow directions. ● give directions. ● tell people what to do. ● tell people what not to do. ● read, understand, and discuss Spanish literature.
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Lower Cape May Regional School District Spanish III Curriculum Unit 5 Overview	
Content Area: Spanish	
Unit Title: El fin de semana	
Target Course/Grade Level: Spanish III/Grades 10-12	
Unit Summary: <ul style="list-style-type: none"> ● Social, cultural and sport activities ● Preterite: regular forms and uses ● Preterite: irregular forms and uses ● Negative expressions ● Present Indicative: uses with desde and desde hace ● short story: Signos de puntuación 	
Interdisciplinary Connections: <ul style="list-style-type: none"> ● compare and contrast social, cultural, and sport activities in Spanish-speaking countries with those in the United States ● compare and contrast Spanish literature with American literature 	
21st Century Themes, Skills, and Standards: <ul style="list-style-type: none"> ● (State 21st century themes here). Link http://www.state.nj.us/education/cccs/2014/career/ ● Example: Technology utilization in the form of ● CRP1. Act as a responsible and contributing citizen and employee. - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills 	

outside the walls of the classroom.

- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school

	environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How does one describe specific past actions in Spanish? • Why can one say the Spanish equivalent of “I don’t know not” • How does one describe actions in Spanish that have been going on for a certain period of time? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The preterite is used to express the simple past tense. There are regular verbs along with verbs that undergo a spelling change in the preterite. Students will correctly use verbs in the preterite tense to describe their actions in the past. <ul style="list-style-type: none"> • Even though using the double negative in English is grammatically incorrect, the opposite is true in Spanish. Every idea in a sentence that can be expressed in a negative manner must be expressed that way. The student will learn to express all negative ideas in a sentence with the proper negative word. <ul style="list-style-type: none"> • To describe actions in Spanish that have been going on for a certain period of time or since a specific point of time the expressions <i>desde</i> and <i>desde hace</i> are used.

<ul style="list-style-type: none"> ● What do I need to know to invite someone? 	<ul style="list-style-type: none"> ● In order to politely invite someone in Spanish students can use expressions in the present tense or in the conditional tense <i>Quieres, te gustaría, podría invitarte</i> etc.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> ● Preterite: regular forms and uses ● Preterite: irregular forms and uses ● Negative expressions ● Present Indicative: uses with desde and desde hace ● authentic Spanish text: Signos de puntuación 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> ● talk about the past. ● express ideas in the past using irregular verbs ● use negative expressions. ● express duration of time. ● read, understand, and discuss Spanish literature.

**Lower Cape May Regional School District Spanish III Curriculum
Unit 6 Overview**

Content Area: Spanish

Unit Title: De vacaciones

Target Course/Grade Level: Spanish III/Grades 10-12

Unit Summary:

- Vacation
- The imperfect tense
- Uses of the preterite tense and imperfect tense
- The imperfect tense and the preterite tense within the same sentence
- short story: Una carta a Dios (Gregorio López y Fuentes)

Interdisciplinary Connections:

- compare and contrast tourism and family vacation in Spanish-speaking countries with those in the United States
- compare and contrast Spanish literature with American literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • How does one express specific actions in the past? • How does one talk about repeated, habitual actions in the past? • Why are there two past tenses in Spanish? • How can one talk about their past with relation to vacation? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The preterite tense is used in Spanish to talk about specific actions in the past. • The imperfect tense is used in Spanish to talk about repeated, habitual actions, weather, age, time, day, date, emotional and physical feelings in the past. • Spanish uses the two past tenses, preterite and imperfect, depending upon what is being expressed in the past. • In order to talk about vacation in the past, students can use the imperfect and preterite tenses along with specific vocabulary pertaining to vacation.
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • preterite tense • Imperfect tense • uses of the preterite and imperfect tense at the same time • authentic Spanish text. 	<p>Unit Objectives: <i>Students will be able to.....t</i></p> <ul style="list-style-type: none"> • talk about specific actions in the past. • talk about ongoing actions in the past. • use both specific and ongoing actions in the past within the same sentence.. • read, understand, and discuss Spanish literature.

<p>Lower Cape May Regional School District Spanish III Curriculum Unit 7 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: ¡Buen provecho!</p>
<p>Target Course/Grade Level: Spanish III/Grades 10-12</p>
<p>Unit Summary:</p>

- food and restaurants
- Indicative forms: Past participle and Present Perfect
- Direct and Indirect Object Pronouns
- Subject Pronouns and Prepositional Pronouns
- short story: El cuadro mejor vendido (Gerardo Murillo)

Interdisciplinary Connections:

- compare and contrast food and restaurants in Spanish-speaking countries with those in the United States
- compare and contrast Spanish literature with American literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What do I need to know to talk about food and restaurants? • How do I describe events that have been going on up to (and into) the present? • How is the use of Spanish subject similar to and different from English? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I use everyday vocabulary related to food and restaurants • As in English, I use expressions to say that something has or has not happened. <p>Since verb forms in Spanish indicate who the subject is, subject pronouns are usually omitted. Subject pronouns are used for emphasis and clarification. They are also used to express contrast. Prepositional pronouns are used as the object of a preposition.</p>
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • vocabulary related to food and restaurants. • the indicative forms: past participle and present perfect forms • subject pronouns and prepositions • authentic Spanish text 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • talk about food and restaurants. • describe actions that have been going on up to (and into) the present. • use subject pronouns and prepositions. • read, understand, and discuss Spanish literature.

<p>Lower Cape May Regional School District Spanish III Curriculum Unit 8 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: La salud (Health)</p>
<p>Target Course/Grade Level: Spanish III/Grades 10-12</p>
<p>Unit Summary:</p>

- **A visit to the doctor, health**
- **Use of the subjunctive: emotions and feelings**
- **Use of the subjunctive: expressions of doubt**
- **Use of the present perfect of the subjunctive**
- **Short story: El zorro que se hizo el muerto (Don Juan Manuel)**

Interdisciplinary Connections:

- compare and contrast the health system in Spanish-speaking countries with those in the United States
- compare and contrast Spanish literature with American literature

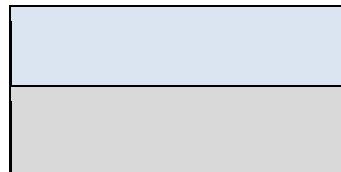
21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none">• What vocabulary do I need to know to go to see a doctor in a Spanish-speaking country?• What do I need to know to express emotions and feelings in Spanish?• What do I need to know to express doubt in Spanish?• What do I need to refer to past events and situations?	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none">• I need to know vocabulary related to health and health issues• I need to use the subjunctive tense to express emotions and feelings, such as happiness, regret, surprise, fear, anger and pride.• I need to use the subjunctive to express doubt in Spanish• I need to use the present perfect subjunctive to refer to past events and situations
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none">• Vocabulary pertaining to health and health related issues.• the subjunctive tense and mood• the subjunctive tense and mood• the present perfect subjunctive• authentic Spanish text.	<p>Unit Objectives: <i>Students will be able to....</i></p> <ul style="list-style-type: none">• explain situations related to health issues, talk in Spanish to nurses and doctors about these concerns.• express their feelings and emotions.• express their doubts• refer to past events and situations• read, understand, and discuss Spanish literature.



<p>Lower Cape May Regional School District Spanish III Curriculum Unit 9 Overview</p>
<p>Content Area: Spanish</p>
<p>Unit Title: ¡Siga a moda!</p>
<p>Target Course/Grade Level: Spanish III/Grades 10-12</p>

Unit Summary:

- La ropa
- The use of the article as a noun
- The interrogative adjective and pronoun ¿Cuál?
- Demonstrative adjectives and pronouns
- Possessive adjective and pronouns
- Comparative and superlative forms
- Future and conditional tenses
- Short story: La abeja haragana (Horacio Quiroga)

Interdisciplinary Connections:

- compare and contrast stores and shopping trips in Spanish-speaking countries with those in the United States
- compare and contrast Spanish literature with American literature

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

Learning Targets

7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What do I need to know to go to clothing store in a Spanish speaking country? • What do I need to know to ask which or what in Spanish? • What do I need to know to avoid repeating the same word over and over? • What do I need to know to express specifically what object, person or animal I am talking about? • What do I need to know to express possession in Spanish? • What do I need to know to express what will take place? • What do I need to know to express what would take place? • What do I need to know to compare people, activities and things in Spanish? • What do I need to know to compare people or things with the others of a group? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I need to know vocabulary related to clothing, clothing materials, colors and styles. • I use the interrogative form ¿cuál? • I use the article followed by the adjective, or the neuter article lo + adjective or lo + que • I use the demonstrative adjectives este, ese, aquel etc. • I use possessive adjectives such as mi, tu to introduce nouns and possessive pronouns to replace nouns • I use the future tense • I use the conditional tense • I use más que, menos que, tanto como and irregular forms such as mejor que, peor que • I use an article + más/menos + adjective + de or el mejor, el peor, el mayor, la menor or suffix “ísimo”
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • vocabulary pertaining to la ropa (clothing) • the use of the article as a noun • The interrogative adjective and pronoun ¿Cuál? • Demonstrative adjectives and pronouns • Possessive adjective and pronouns • Future and conditional tenses 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • talk about articles of clothing, fabrics, sizes and styles. <ul style="list-style-type: none"> • to ask use the interrogative form which/ what in Spanish • to avoid repeating the same word over and over • To express specifically what object, person or animal they are talking about • To express possession in Spanish • To talk about what will happen

<ul style="list-style-type: none">• Comparative and superlative forms• an authentic Spanish text: El ratoncito (Ermilo Abreu Gómez)	<ul style="list-style-type: none">• To talk about what would happen• To compare people, activities and things in Spanish• To compare people or things with the others of a group
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**Lower Cape May Regional School District Spanish III Curriculum
Unit 10 Overview**

Content Area: Spanish

Unit Title: El hidalgo de la Mancha

Target Course/Grade Level: Honors Spanish III/Grades 10-12

Unit Summary:

- **Authentic text: El hidalgo de la Mancha (Don Quijote de la Mancha) por Miguel de Cervantes Saavedra**

Interdisciplinary Connections:

- **compare and contrast Spanish literature with American literature**

21st Century Themes, Skills, and Standards:

- (State 21st century themes here). Link <http://www.state.nj.us/education/cccs/2014/career/>
- Example: Technology utilization in the form of
- **CRP1. Act as a responsible and contributing citizen and employee.** - Interpersonal speaking activities, group activities, assignment completion, feedback and conversation with the teacher allows students to responsibly work in the classroom environment and take and apply those skills outside the walls of the classroom.
- **CRP2. Apply appropriate academic and technical skills.** - Language skills can be applied to other academic areas as well as life skills areas, such as strengthening grammar, vocabulary and knowledge and using the target language in the workplace while working with or serving native speakers.
- **CRP4. Communicate clearly and effectively and with reason.** - Interpersonal speaking activities allow students to properly address each other as well as native speakers in target language.

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Learning Targets	
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

<p>Unit Enduring Questions:</p> <ul style="list-style-type: none"> • What do I need to know to understand authentic Spanish literature? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • I need to know vocabulary related to the novel
<p>Unit Objectives: <i>Students will know....</i></p> <ul style="list-style-type: none"> • an authentic Spanish text: El hidalgo de la Mancha por Miguel de Cervantes Saavedra 	<p>Unit Objectives: <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> • understand, retell, and discuss authentic Spanish text.

<p>Lower Cape May Regional School District (Insert Subject/Content Area) Curriculum Evidence of Learning</p>
<p>Specific Formative Assessments Utilized in Daily Lessons:</p> <ul style="list-style-type: none"> • List examples of specific formative assessments to be utilized daily to gauge student comprehension and drive instruction here. Link here for ideas. More ideas and here. • Quizzes and tests: Verdadero/Falso, Multiple Choice, Open-Ended Questions • Composition/Essay • Oral presentation of vocabulary • Oral presentation of scenes from the novel with a drawing from the student • Oral presentation with PowerPoint of a chapter from the novel

- Mini white boards
- Kahoot
- Quizlet
- Vocabulary squares
- Edpuzzle

Summative Assessment Utilized throughout Units:

- Quarterly Tests: Written, Listening (multiple choice,) Reading(multiple choice,) Speaking

Modifications for ELL's, Special Education, 504, and Gifted and Talented Students:

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (www.help4teachers.com)
- Follow all IEP and 504 modifications

Teacher Notes:

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be found below:

LINK APPROPRIATE INTERDISCIPLINARY CONNECTIONS & RELEVANT NJSLS HERE

Project-based Learning Tasks:

- Famous Spanish/Latino Presentation
- New Word Presentation
- Don Quijote Chapter Presentation

Vocabulary:

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls, and/or various other activities should be utilized by the instructor to teach vocabulary.

The Research Process:

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.
- [Link Research resources here.](#)

Technology:

- Students must engage in technology applications integrated throughout the curriculum.
- [Applicable technology utilized in this curricula are included below:](#)
- PowerPoint/Google Slides

Resources:

- Ancillary resources and materials used to deliver instruction [are included below:](#)
- [El hidalgo de la Mancha](#)
- [Spanish for Mastery III: Situaciones](#)

Differentiation Strategies

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

Low Prep Strategies (add to list as needed)

Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.

Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
High Prep Strategies (add to list as needed)	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/ product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas

Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Curriculum development Resources/Instructional Materials:	

List or Link Ancillary Resources and Curriculum Materials Here:

- El hidalgo de la Mancha
- Spanish for Mastery III: Situaciones

Board of Education Approved Text(s)

- Spanish for Mastery III: Situaciones
- El hidalgo de la Mancha