

SPANISH III

**Key Question: What is my life like? How do I look at the world?
What is your life like? How do you look at the world?**

THEME	Communication 	Cultures 	Comparisons 	Essential Structures
LEARNER OUTCOMES (PERFORMANCE INDICATORS)				
1. Communities around the world	A1. Sustain a conversation in which they discuss the different features of urban vs. rural living. A3. State personal preferences for the kind of living environment they prefer and in which they would like to live in the future. B3. Investigate the main geographical features and attractions in a Spanish-speaking country. C2. Prepare a brochure of their region, highlighting the geographical and environmental features and main attractions.	E4. Explain the impact of geography, population, and other environmental factors on daily life in a Spanish-speaking city or town.	I3. Compare the style of living and use of space in small, densely populated cities.	Vocabulary of geography, climate and environmental features. Comparisons Conditional and/or future tense Vocabulary of other countries and major cities.
2. Communication and media	A2. Interview each other about one's preferences in television viewing. B2. Listen to a short section of Spanish-language television (news, special interest, sports, etc) and comprehend the main idea and some supporting ideas. B3. Read headlines and opening paragraphs of Spanish-language newspapers to learn about current events there. C5. Write a short composition on a topic related to pop culture. (favorite band or actor/actress, reality television, idol searches, a movie, etc.)	E3. Identify some contemporary issues presented in the media (television and newspaper) in Spanish-speaking societies.	II. Discuss the telenovela in Spanish-speaking culture. (cultural product) H1. Identify various language structures that are particular to reading print journalism.	Vocabulary of types of television programs Preterite/imperfect

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<p>3. Cultural heritage and traditions</p>	<p>B4. Read a popular legend from Spanish-speaking culture in the Americas. (pre-Columbian influences)</p> <p>C2. Deliver a presentation about a cultural tradition in a Spanish-speaking country (festival day, cultural practice/tradition) giving information on its historical roots and meaning today.</p>	<p>D2. Experience a cultural practice (eating tapas, drinking mate, learning a traditional dance or song, playing a game, etc.) from Hispanic culture.</p> <p>D4. Understand the influence and impact of ancient civilization on contemporary culture.</p>	<p>I2. Compare the importance of legends in one's own culture to Hispanic culture.</p> <p>I3. Compare the same legend in both English and Spanish that presents a universal cultural theme. (creation, love lost, etc.)</p>	<p>Impersonal "se" Preterite/imperfect Historical vocabulary</p>
<p>4. Making plans (work, career, the future)</p>	<p>A4. Discuss your plans for the future. (education, work, family, housing) Provide ways to achieve future goals.</p> <p>B2. Watch a video about lives and future goals of Hispanic youth.</p> <p>B4. Read an article about jobs that will be required by U.S. society in the future.</p> <p>C2. Deliver a presentation about a career and career opportunities.</p>	<p>D3. Identify beliefs and attitudes about the concept of independence between cultures. (moving away from home, marriage, etc.)</p>	<p>II.I3. Compare career opportunities in other countries with those in the U.S. relative to economics, geography, gender, education, social class, etc.</p>	<p>Vocabulary of professions/careers/ job places Future tense Verbs related to university study or the world of work Present subjunctive</p>
<p>5. Family generations</p>	<p>A2. Ask and answer questions about your extended family. (who, what, where, how often, etc.)</p> <p>C2. Deliver a short speech about what life was like in a previous generation based on an interview conducted with an older family/community member.</p>	<p>D4.C4. Investigate an important historical event (natural disaster, war, invention, political change, etc.) in a Spanish-speaking country and describe to the class what life was like due to that event.</p>		<p>Extended family vocab Preterite/Imperfect Time period vocab</p>
<p>Connections</p> 	<p>F1. Students will use topics and skills from other school subjects (History, English, Sociology, Art, etc.) to discuss or write in Spanish.</p> <p>G2. Access information in Spanish to gain greater insight about where people live and how they live.</p> <p>G1.G2. Gain greater perspective about culture by examining the role of work.</p>			
<p>Communities</p> 	<p>K1. Use various media in the language.</p> <p>K2. Investigate careers where skills in another language and or cross-cultural understanding are needed.</p> <p>K3. Deepen understanding of Hispanic culture and begin to appreciate the more fundamental orientation to the past.</p>			