

# Español 3/4

## Fall Semester 2023

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

## Spanish 3

Unit	Goals/Outcomes	Key grammar/ vocab	Culture	Assessments
Unit 1 Repaso de SP1/2  Week 1-3	<ul style="list-style-type: none"><li>- I can recall SP1/2 vocab</li><li>- I can conjugate regular present tense verbs</li><li>-I can distinguish the usage of Ser vs. Estar depending on the context given</li><li>-I can conjugate simple reflexive verbs</li><li>-I can express emotions</li><li>-I can count and tell time</li></ul>	<ul style="list-style-type: none"><li>Present tense verbs</li><li>Ser vs Estar</li><li>Reflexive verbs</li><li>Emotions</li><li>Numbers/ telling time</li><li>All of SP1/2 vocab</li><li><a href="#">Spanish 1</a></li><li><a href="#">Spanish 2</a></li></ul>	<ul style="list-style-type: none"><li>Review of Spanish speaking countries</li><li>La tomatina Festival</li></ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"><li>- Daily interpretive reading/ listening warm ups</li><li>- TPR daily checks</li><li>- exit tickets</li><li>- in class worksheets</li></ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"><li>- weekly tarea</li><li>- end of unit <a href="#">presentational writing/speaking assessment</a></li></ul>

				<ul style="list-style-type: none"> <li>- end of unit interpretive <a href="#">reading and listening assessment</a></li> </ul>
<p>Unit 2 A comprar</p> <p>Week 3-6</p>	<ul style="list-style-type: none"> <li>- I can order food at a restaurant</li> <li>- I can read a recipe</li> <li>- I can conjugate in the past tense</li> <li>- I can negotiate meaning between preterite and imperfect past tense conjugations</li> <li>- I can accurately choose between preterite and imperfect past tense conjugations to convey meaning</li> </ul>	<p>Past tense</p> <ul style="list-style-type: none"> <li>- Preterite VS Imperfect</li> </ul> <p>Intro to conditional tense</p> <p>Comida vocab Cooking instructional vocab (corta, mezcla) etc</p> <p>Ordering phrases/manners</p> <ul style="list-style-type: none"> <li>- me gustaría</li> <li>- prefiero etc...</li> </ul>	<p>Cultural significance of food</p> <p>Mexican independence day 9/16</p> <p>Cooking??</p> <ul style="list-style-type: none"> <li>- pupusas</li> <li>- gallo pinto</li> </ul>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>- weekly tarea</li> <li>- end of unit <a href="#">presentational writing/speaking assessment</a></li> <li>- end of unit interpretive <a href="#">reading and</a></li> </ul>

				<a href="#">listening assessment</a>
<p>Unit 3 Hogar y comunidad</p> <p>Week 7-10</p>	<ul style="list-style-type: none"> <li>- I can describe the layout of my home</li> <li>- I can describe household items and different types of homes</li> <li>- I can describe household chores and activities</li> <li>- I can accurately choose between preterite and imperfect past tense conjugations to convey meaning</li> <li>- I can conjugate verbs in the past tense</li> </ul>	<p>Past tense - preterite vs imperfect</p> <p>Intro to subjunctive mood</p> <p>House vocab - sala, cocina, etc</p> <p>Review: rutinas vocab</p>	<p>Compare and contrast latin american homes with EEUU homes</p>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>- weekly tarea</li> <li>- end of unit <a href="#">presentational writing/speaking assessment</a></li> <li>- end of unit interpretive <a href="#">reading and listening assessment</a></li> </ul>

# Spanish 4

**Nevada Academic Content Standards for World Languages:** (1) Interpersonal communication, (2) interpretive communication, (3) presentational communication, (4) relating cultural practices to perspectives, (5) relating cultural products to perspectives, (6) making connections, (7) acquiring diverse perspectives, (8) language comparisons, (9) cultural comparisons, (10) school and global communities, (11) lifelong learning

Unit	Learning outcomes	Key grammar/ Vocab	Culture	
Unit: Mexican art collab  Weeks: 11- 13	<ul style="list-style-type: none"> <li>- I can convey my opinion on art pieces</li> <li>- I can compare and contrast another country's holiday with an American holiday</li> <li>- I can describe the cultural importance of Día de los muertos</li> </ul>	<ul style="list-style-type: none"> <li>Keep practicing past tenses</li> <li>Present perfect tense</li> <li>Día de los muertos vocab -calavera,maravilla, pan dulce etc</li> <li>Art vocab - pintar, esculpir, dibujar, etc</li> </ul>	<ul style="list-style-type: none"> <li>Día de los muertos</li> <li>Mexican art history - Frida Kahlo</li> <li>Comparison of EEUU holidays</li> </ul>	<ul style="list-style-type: none"> <li><u>Formative:</u></li> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> <li><u>Summative:</u></li> <li>- weekly tarea</li> <li>- end of unit presentational writing/speaking assessment</li> <li>- end of unit interpretive</li> </ul>

				reading and listening assessment
Unit: Problemas mundiales  Weeks: 13-15	<ul style="list-style-type: none"> <li>- I can distinguish between the subjunctive and indicative mood</li> <li>- I can read news articles and form and informed opinion on the topic</li> <li>- I can express my opinion in the subjunctive mood to current events</li> <li>- I can present my thoughts/opinions on current events written and verbally</li> <li>- I can distinguish between credible sources to form my opinions.</li> </ul>	<p>Subjunctive mood</p> <ul style="list-style-type: none"> <li>- Present</li> <li>- Past</li> <li>- how/ when to use it</li> </ul> <p>Imperative mood</p> <ul style="list-style-type: none"> <li>- Mandatos</li> </ul> <p>Future tense conjugations (include simple future tense)</p> <p>Medio ambiente vocab</p> <p>Current event vocab</p> <p>Transitional vocab</p> <ul style="list-style-type: none"> <li>- según de, además, aunque, en mi opinión</li> </ul>	<p>Song: vivir mi vida</p> <ul style="list-style-type: none"> <li>- marc anthony (simple future tense lesson)</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Las tradiciones navideñas del mundo</p> </div>	<p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>- Daily interpretive reading/ listening warm ups</li> <li>- TPR daily checks</li> <li>- exit tickets</li> <li>- in class worksheets</li> </ul> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>- weekly tarea</li> <li>- end of unit presentational writing/speaking assessment</li> <li>- end of unit interpretive reading and listening assessment</li> </ul>

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