



Course: Spanish III

Grade Level: 10-12

Unit 1

Course/Subject:
Spanish III

Grade:
10-12

Unit 1:
Repaso de Español I y II

Suggested Timeline:
2-3 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	Repaso de Español I y II
Unit Summary	Students will review essential grammar and vocabulary from Spanish I and II. Students will demonstrate their knowledge through written and oral communication.

Unit Essential Questions:

1. How do we recover the knowledge we gained in Spanish I & II after the summer break?

Key Understandings:

1. Regular and irregular present tense verbs
2. Present progressive tense
3. Regular and irregular preterite tense verbs
4. Uses of ser and estar
5. Uses of saber and conocer
6. Basic grammatical structures (adjective agreement, pronouns, comparisons)
7. Basic Spanish I and II vocabulary

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Use of ser and estar Use of saber and conocer 	<ul style="list-style-type: none"> Rules of usage (covered in Spanish I and II) Rules of usage (covered in Spanish II)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Regular and irregular present tense conjugations Present progressive formation Regular and irregular preterite tense conjugations Ser and estar Saber and conocer Basic grammar concepts Basic Spanish I and II vocabulary 	<ul style="list-style-type: none"> Conjugate and use regular and irregular present tense verbs. Conjugate and use present progressive tense. Conjugate and use regular and irregular preterite tense verbs. Distinguish between use of ser versus estar. Distinguish between use of saber versus conocer. Properly utilize nouns/adjectives, pronouns (subject, direct, indirect, reflexive), comparisons, etc. Identify and use basic Spanish I and II vocabulary. 	<ul style="list-style-type: none"> Creativity Communication Collaboration

Academic Vocabulary:

<ul style="list-style-type: none"> ● Preterite Tense ● Progressive Tense 	<ul style="list-style-type: none"> ● Direct Object Pronoun ● Indirect Object Pronoun 	<ul style="list-style-type: none"> ● Reflexive Pronoun
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Evidence: Assessments and Performance Task(s)

- Homework
 - Quizzes
 - Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit quiz
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Interdisciplinary Connections:

- English: Grammatical Terms (parts of speech, pronouns, infinitives)
 - English: Grammatical Tenses
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 2

Course/Subject:
Spanish III

Grade:
10-12

Unit 2:
En el restaurante

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	En el restaurante
Unit Summary	Students will conjugate and use stem changer verbs in the present and preterite tense in a variety of situations. Students will also understand food and restaurant vocabulary and be able to complete a transaction in a Hispanic restaurant.

Unit Essential Questions:

1. How do we order food in a Hispanic restaurant?

Key Understandings:

1. Stem changer present tense verbs
2. Stem changer preterite tense verb
3. Regular and irregular preterite tense verbs
4. Adjectives of nationality
5. Food, utensils, dishes, and restaurant vocabulary
6. Restaurants in Hispanic countries

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:

- Stem changer procedures
- Food vocabulary synonyms

Proper Conceptions:

- Rules of usage
- Lists divided by country of use

Knowledge & Concepts**Skills & Competencies****Dispositions & Practices**

- Present tense stem changer conjugations
- Preterite tense stem changer conjugations
- Regular and irregular preterite tense conjugations
- Nationality adjectives
- Food and restaurant vocabulary

- Conjugate and use present and preterite tense stem changer verbs.
- Conjugate and use regular and irregular preterite tense verbs.
- Properly utilize adjectives of nationality.
- Identify and use food and restaurant vocabulary.
- Complete a transaction in a Hispanic restaurant.

- Communication
- Critical Thinking
- Collaboration

Academic Vocabulary:

- Stem Changer
- Sobremesa
- Tapas

Evidence: Assessments and Performance Task(s)

- Homework
- Quizzes
- Writing assignments

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- Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
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Interdisciplinary Connections:

- English: Grammatical terms & tenses
 - Family & Consumer Sciences: Table Settings & Courtesy
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 3

Course/Subject:
Spanish III

Grade:
10-12

Unit 3:
¿Qué se celebra?

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	¿Qué se celebra?
Unit Summary	Students will conjugate and use the imperfect tense in a variety of situations. Students will also understand celebration vocabulary and be able to describe the significance of common Hispanic holidays.

Unit Essential Questions: 1. How do we celebrate common Hispanic holidays?	Key Understandings: 1. Regular imperfect tense verbs 2. Irregular imperfect tense verbs 3. Imperfect uses 4. Holiday and celebration vocabulary 5. Common holidays in Hispanic countries
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">● Imperfect uses● Irregular verbs	<ul style="list-style-type: none">● Rules of usage● List of three irregulars

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Regular and irregular imperfect tense conjugations● Holiday and celebration vocabulary	<ul style="list-style-type: none">● Conjugate and use regular and irregular imperfect tense verbs.● Identify and use holiday and celebration vocabulary.● Explain importance of common Hispanic holidays.	<ul style="list-style-type: none">● Creativity● Communication● Contributing

Academic Vocabulary:

<ul style="list-style-type: none">● Imperfect	<ul style="list-style-type: none">● Día de los Muertos	<ul style="list-style-type: none">● La Nochevieja
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">● Homework● Quizzes● Writing assignments● Speaking assessment● Listening assessment● Project/presentation● Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
- World Cultures: Celebrations & Traditions

Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Online interactive resources
- Teacher created resources

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Course: Spanish III

Grade Level: 10-12

Unit 4

Course/Subject:
Spanish III

Grade:
10-12

Unit 4:
Tecnomundo

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	Tecnomundo
Unit Summary	Students will be able to distinguish between the use of the preterite and imperfect tenses in a variety of situations. Students will also understand common technology vocabulary (including computer, e-mail, telephone, etc) and be able to explain how the use of technology has shifted in Hispanic countries over time.

Unit Essential Questions:

1. How do we communicate with others using technology?

Key Understandings:

1. Regular and irregular preterite tense verbs
2. Regular and irregular imperfect tense verbs
3. Preterite and imperfect uses
4. Computer, e-mail, telephone and technology vocabulary
5. Uses of technology in Hispanic countries over time

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Cultures 2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Comparisons 4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Preterite vs. imperfect• Technology norms	<ul style="list-style-type: none">• Rules of usage and helpful phrases• Differences in access to technology depending on country

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Regular and irregular preterite and imperfect tense conjugations• Preterite and imperfect uses• Computer, e-mail, telephone and technology vocabulary	<ul style="list-style-type: none">• Conjugate and use regular and irregular preterite and imperfect tense verbs.• Distinguish between the proper use of the preterite and imperfect tenses.• Identify and use computer, e-mail, telephone and technology vocabulary.• Explain shifts in technology in Hispanic countries.	<ul style="list-style-type: none">• Communication• Competent• Conscientious

Academic Vocabulary:

<ul style="list-style-type: none">• Preterite	<ul style="list-style-type: none">• Imperfect	<ul style="list-style-type: none">• Calling card
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">• Homework• Quizzes• Writing assignments• Speaking assessment
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- Listening assessment
 - Project/presentation
 - Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - STEM: Different Technology
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 5

Course/Subject:
Spanish III

Grade:
10-12

Unit 5:
Inmigración

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	Inmigración
Unit Summary	Students will be exposed to current events and historical background related to immigration. Students will also research and discuss political and ethical issues surrounding this topic with the goal of a better understanding of all sides of a complex and controversial topic.

Unit Essential Questions: 1. What are current events, issues and concerns related to immigration to the United States by people from Spanish-speaking countries?	Key Understandings: 1. Current events related to immigration 2. Political issues surrounding immigration 3. Ethical concerns brought up by immigration
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.1, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Reason for immigration Contributions of immigrants 	<ul style="list-style-type: none"> Variety of reasons (not a simple issue) Variety of contributions (not a simple issue)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Current events (news articles, new reports, music, books, etc.) Political issues (presidential election, political parties, state laws, etc.) Ethical concerns 	<ul style="list-style-type: none"> Interpret and discuss current events with an open-mind. Research and present both sides of the issues. Recognize ethical concerns. 	<ul style="list-style-type: none"> Critical Thinking Collaboration Contributing Courageous

Academic Vocabulary:

<ul style="list-style-type: none"> Immigration Emigration 	<ul style="list-style-type: none"> Laws Acts 	<ul style="list-style-type: none"> Ethics
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Homework Journal entries Writing assignments Project/presentation
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- Unit quiz
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Interdisciplinary Connections:

- Social Studies: Current Events
 - Government: Laws
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Additional Resources:

- PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Webquest
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 6

Course/Subject:
Spanish III

Grade:
10-12

Unit 6:
En el hotel

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	En el hotel
Unit Summary	Students will be able to form and use the present perfect tense and double object pronouns in a variety of situations. Students will also understand hotel and hostel vocabulary and be able to complete a transaction at a hotel.

Unit Essential Questions:

1. How do we check into a hotel and ask for things during our stay?

Key Understandings:

1. Present perfect tense formation
2. Regular and irregular past participles
3. Direct and indirect object pronouns
4. Double object pronouns
5. Hotel and hostel vocabulary
6. Hotels, hostels and inns in Hispanic countries

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">● Formation of past participles● Present perfect vs. preterite tense	<ul style="list-style-type: none">● Rules of formation (agreement is not necessary)● Rules of usage

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Regular and irregular present perfect tense conjugations● Direct and indirect object pronouns● Hotel and hostel vocabulary	<ul style="list-style-type: none">● Conjugate and use regular and irregular past participles with the present perfect tense.● Properly combine direct and indirect object pronouns to form double object pronouns.● Identify and use hotel and hostel vocabulary.● Complete a transaction at a hotel.	<ul style="list-style-type: none">● Creativity● Communication● Collaboration

Academic Vocabulary:

● Perfect Tenses	● Past Participle	● Double Object Pronoun
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">● Homework● Quizzes● Writing assignments● Speaking assessment
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- Listening assessment
 - Project/presentation
 - Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 7

Course/Subject:
Spanish III

Grade:
10-12

Unit 7:
Ciudad y campo

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	Ciudad y campo
Unit Summary	Students will conjugate and use the future tense in a variety of scenarios. Students will also understand city and country vocabulary and the difference between life in these two locations in Latin America countries.

Unit Essential Questions: 1. How is life different in the city versus the country in Latin America?	Key Understandings: 1. Regular future tense verbs 2. Irregular future tense verbs 3. Future tense uses 4. Pronoun placement and attachment with infinitives and gerunds 5. City and country vocabulary 6. Differences between life in the city and country in Latin America
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
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Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Connections 3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
Comparisons 4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
Communities 5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Future tense conjugations Placement opportunities for attached pronouns 	<ul style="list-style-type: none"> Rules of conjugation (add ending to infinitives) Rules of placement (infinitives and gerunds only)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Regular and irregular future tense conjugations Pronoun placement and attachment with infinitives and gerunds City and country vocabulary 	<ul style="list-style-type: none"> Conjugate and use regular and irregular future tense verbs. Properly and appropriately attach pronouns. Identify and use city and country vocabulary. Describe lives in different cities and countries in Latin America. 	<ul style="list-style-type: none"> Communication Critical Thinking Contributing

Academic Vocabulary:

• Infinitive	• Gerund	• Plaza
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> Homework Quizzes

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- Writing assignments
 - Speaking assessment
 - Listening assessment
 - Project/presentation
 - Unit exam
-

Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
 - Agricultural Science: Common Farming Practices
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Additional Resources:

- Textbook
 - Workbook
 - Audio program and listening packet
 - Vocabulary lists and flashcards
 - PowerPoints
 - Authentic print and audio sources
 - YouTube videos
 - Online interactive resources
 - Teacher created resources
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Created By: Northern York County School District World Language Department



Course: Spanish III

Grade Level: 10-12

Unit 8

Course/Subject:
Spanish III

Grade:
10-12

Unit 8:
¿Vas a carro?

Suggested Timeline:
3-4 weeks

Grade Level Summary	Spanish III is a more advanced language class designed to build on the foundation created in Spanish I and Spanish II. Students will further expand their vocabulary and grammatical knowledge along with refining their reading, writing, listening and speaking skills. Students will also study important parts of Hispanic cultures: food, holidays, technology, immigration, travel and geography.
Grade Level Units	Unit 1: Repaso de Español I y II Unit 2: En el restaurante Unit 3: ¿Qué se celebra? Unit 4: Tecnomundo Unit 5: Inmigración Unit 6: En el hotel Unit 7: Ciudad y campo Unit 8: ¿Vas en carro?

Unit Title	¿Vas en carro?
Unit Summary	Students will conjugate and use the conditional tense in a variety of situations. Students will also understand giving directions and traveling by car in Hispanic countries.

Unit Essential Questions: 1. How do we travel by car and give directions?	Key Understandings: 1. Regular conditional tense verbs 2. Irregular conditional tense verbs 3. Conditional tense uses 4. Car, driving and direction vocabulary 5. Traffic and travel in Hispanic countries
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
Communication 1.2, 1.3	Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
Cultures 2.2	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Comparisons 4.2	Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

Communication 1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none">• Conditional tense vs. future tense• Conditional tense vs. imperatives	<ul style="list-style-type: none">• Rules of conjugations and usage• Rules of differences and similarities

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">• Regular and irregular future conditional conjugations• Car, driving and direction vocabulary	<ul style="list-style-type: none">• Conjugate and use regular and irregular conditional tense verbs.• Identify and use car, driving and direction vocabulary.• Give directions.	<ul style="list-style-type: none">• Communication• Critical Thinking• Collaboration

Academic Vocabulary:

<ul style="list-style-type: none">• Conditional	<ul style="list-style-type: none">• Imperatives/Commands	<ul style="list-style-type: none">• Toll Road
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none">• Homework• Quizzes• Writing assignments• Speaking assessment• Listening assessment• Project/presentation• Unit exam
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Interdisciplinary Connections:

- English: Grammatical Terms & Tenses
- Driver's Education: Rules & Regulations

Additional Resources:

- Textbook
- Workbook
- Audio program and listening packet
- Vocabulary lists and flashcards
- PowerPoints
- Authentic print and audio sources
- YouTube videos
- Online interactive resources
- Teacher created resources

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