# 2017.18 Spanish III, Quarter 2

## Big Ideas/Key Concepts:
Students explore ways of describing life and getting around in a city, making travel plans, and staying at a hotel. They continue to develop communication skills through the imperative and subjunctive moods. The subjunctive mood is introduced so that students may express emotions, wishes, and doubts. The indicative mood is expanded to include ways to express what happened in the past, what was happening in the past, what is currently happening, and what will happen in the future. Students develop written ability through comparison and contrast and research.

## Ongoing Standards
The following standards will be used throughout the quarter.

### 1.2 Interpretive Mode of Communication:
- **S3.WCE.1** I can listen to an audio segment or video in the target language, listening for comprehension and details.
- **S3.WCE.2** I can combine reading strategies to summarize plots and characters from selected pieces of age-appropriate literature.
- **S3.WCE.3** I can interpret the message in increasingly complex texts by using background knowledge and comprehension strategies (e.g., through redundancy, restatement and paraphrasing).
- **S3.WCE.4** I can determine the main themes and supporting details on a variety of topics from authentic multimedia and print sources, both informational text and narratives.

### 1.1 Interpersonal Mode of Communication:
- **S3.WCE.5** I can communicate with classmates by creating language during interactions on a variety of topics.
- **S3.WCE.6** I can initiate and respond to social media (Twitter/Edmodo/email) with my teacher or classmates in the target language.
- **S3.WCE.7** I can not only ask and answer clarifying questions, but also initiate communication.
- **S3.WCE.8** I can integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve with a partner or small group.
- **S3.WCE.9** I can give and follow directions as needed to participate in interactions within and across cultures.

### 1.3 Presentational Mode of Communication:
- **S3.WCE.10** I can present material on a variety of topics with a variety of media, including digital or visual displays, short oral messages or reports about people, places, things or events in the community using increasingly complex language.
- **S3.WCE.11** I can demonstrate an increasing awareness of errors and the ability to self-edit.
- **S3.WCE.12** I can produce written and spoken messages such as reports, short articles and summaries to explore local and global issues.
- **S3.WCE.13** I can write demonstrating a command of an expanding number of topics and idiomatic expressions with culturally appropriate vocabulary.
2.2 CULTURES: Relating Cultural Products to Perspectives
   o S3.WCE.14 I can explain and compare products and/or practices of my own culture to peers in the target culture.
   o S3.WCE.15 I can investigate cultural perspectives through individual or collaborative research on products and practices.

3.2 CONNECTIONS: Acquiring Information and Diverse Perspectives
   o S3.WCE.16 I can identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum.

4.1 COMPARISONS: Language
   o S3.WCE.17 I can understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.

4.2 COMPARISONS: Cultural
   o S3.WCE.18 I can begin to identify and appreciate the values and perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to American conventions.

5.1 COMMUNITIES: School and Global Communities
   o S3.WCE.19 I can identify where and how the target language is used in my community.

BYOT
   o S3.WCE.20 I can practice digital citizenship and integrity, especially with regards to language learning (i.e. research, online translators).

Note to Teachers
   o Use authentic resources when planning for instruction.
   o Encourage students to set their own proficiency goals.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Student Friendly “I Can” Statements</th>
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<tbody>
<tr>
<td>I. COMMUNICATION</td>
<td>Chapter 5A</td>
</tr>
<tr>
<td>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</td>
<td>I can talk about driving and walking in the city. (1.1.1, 1.2.2)</td>
</tr>
<tr>
<td>1.1 Interpersonal Communication: Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>I can describe means of public transportation in Buenos Aires. (2.1.1) I can tell someone what to do using formal commands. (1.2.2)</td>
</tr>
</tbody>
</table>
1.1.1 Use verbal and written exchanges to share personal data, information, and preferences (e.g. events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs).

1.1.2 Exchange information about general events (e.g. classes, meals) and plan future activities (e.g. place, date, time).

1.1.3 Plan events and activities with others using authentic schedules.

1.1.4 Use verbal and written exchanges to express opinions (e.g. concerning current events, about topics of personal interest).

1.1.5 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a supermarket).

1.2 Interprettive Communication:
Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.2.1 Use vocabulary for a wide range of topics (e.g. animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).

1.2.2 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a market).

1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking).

1.2.4 Use appropriate verbal strategies and cues (e.g. rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension.

1.2.5 Use and respond to culturally appropriate nonverbal cues (e.g. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

1.3 Presentational Communication:
Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<table>
<thead>
<tr>
<th>1.1.1 Use verbal and written exchanges to share personal data, information, and preferences (e.g. events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs).</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can form the formal commands for the irregular verbs <em>dar</em>, <em>estar</em>, <em>ir</em>, <em>saber</em>, and <em>ser</em>. (1.2.2)</td>
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<tr>
<td>I can combine reflexive and object pronouns with affirmative formal commands. (1.2.2., 4.1.4)</td>
</tr>
<tr>
<td>I can combine reflexive and object pronouns with negative formal commands. (1.2.2., 4.1.4)</td>
</tr>
<tr>
<td>I can tell people what to do using <em>nosotros</em> commands. (1.2.2)</td>
</tr>
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<td>I can combine reflexive and object pronouns with affirmative <em>nosotros</em> commands. (1.2.2., 4.1.4)</td>
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<tr>
<td>I can combine reflexive and object pronouns with negative <em>nosotros</em> commands. (1.2.2., 4.1.4)</td>
</tr>
<tr>
<td>I can explain the difference between the verbs <em>pedir</em> and <em>preguntar</em>. (4.1.5)</td>
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<tr>
<td>I can conjugate regular verbs in the present subjunctive. (4.1.4)</td>
</tr>
<tr>
<td>I can conjugate verbs that end in –car, -gar, and -zar in the present subjunctive. (4.1.4)</td>
</tr>
<tr>
<td>I can make suggestions and demands with expressions that require the subjunctive mood (<em>es necesario que</em>, <em>es importante que</em>, <em>es mejor que</em>). (1.1.3, 4.1.4)</td>
</tr>
<tr>
<td>I can describe the cultural relevance of the <em>tango</em>. (2.1.2, 2.2.1, 5.1.4)</td>
</tr>
<tr>
<td>I can listen to and interpret passages or dialogues spoken in Spanish. (1.2.3, 1.2.4, 2.2.1, 5.2.1)</td>
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</table>
1.3.1 Describe assorted objects and people (e.g. dress, types of dwellings, foods).
1.3.2 Describe objects and people in greater detail (e.g. shopping in a supermarket).
1.3.3 Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (exchanging names, address, phone number, place of origin, general state of being, using the telephone, making and responding to requests).
1.3.4 Give and follow oral and written directions (e.g. for travel, for cooking).

II. CULTURES
Interact with cultural competence and understanding.

2.1 Relating Cultural Practices to Perspectives:
Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.1.1 Develop familiarity with historical moments and figures.
2.1.2 Use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.
2.1.3 Form bases for understanding relationships between geographical features and cultural practices and products.
2.1.4 Form bases for understanding relationships between historical concepts and contemporary issues.
2.1.5 Observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults.

2.2 Relating Cultural Products to Perspectives:

Chapter 5B
I can describe objects and people in a train station. (1.3.1)
I can describe traveling by train. (1.3.1)
I can conjugate the irregular verbs saber, haber, estar, dar, ir, and ser in the present subjunctive. (4.1.4)
I can express opinions using impersonal expressions (es bueno que, es malo que, es incredible que etc.). (1.1.3, 4.1.4)
I can stem-change verbs in the present subjunctive (pensar, volver etc.). (4.1.4)
I can identify –ir verbs that have a double stem-change and form them in the present subjunctive (pedir, sentir, dormir). (4.1.4)
I can explain the difference between the prepositions por and para. (4.1.3, 4.1.5)
I can express desire, wish, demand, or will using the present subjunctive. (1.1.1, 4.13)
I can discuss the national parks in Chile. (2.1.2)
I can listen to, interpret and summarize passages or dialogues spoken in Spanish. (1.2.3, 1.2.4, 2.2.1, 5.2.1)
I can write an essay comparing and contrasting a familiar topic. (1.1.3, 3.1.3)

Chapter 6A
I can talk about planning a vacation. (1.1.2, 1.2.1)
Students use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

2.2.1 Experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g. literature, music, film, art).
2.2.2 Participate in sports, music, entertainment and other age-appropriate activities for the culture being studied.

III. CONNECTIONS
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

3.1 Making Connections:
Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.1.1 Identify words and roots from the target language class in other school subjects and extracurricular activities.
3.1.2 Use and pronounce accurately target language words in other subjects.
3.1.3 Acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom.
3.1.4 Use acquired information as it relates to the target language classes in order to compare and contrast.

3.2 Acquiring Information and Diverse Perspectives:
Students access and evaluate information and diverse perspectives that are available through the language and its cultures.

3.2.1 Express meaning using appropriate idioms.
3.2.2 Expand knowledge of verbs to include all the indicative and imperative moods.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Example</th>
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<tbody>
<tr>
<td>I can discuss the history of Panamá City.</td>
<td>(2.1.2, 3.2.3)</td>
</tr>
<tr>
<td>I can talk about events that have not happened yet or may not happen using adverbial clauses (cuando, tan pronto como, en cuanto, hasta que, después de que, antes de que, para que).</td>
<td>(4.1.3)</td>
</tr>
<tr>
<td>I can describe air travel.</td>
<td>(1.3.1)</td>
</tr>
<tr>
<td>I can describe basic information about the Kuna Indians.</td>
<td>(3.2.3, 5.1.4)</td>
</tr>
<tr>
<td>I can express future actions.</td>
<td>(3.2.2)</td>
</tr>
<tr>
<td>I can make statements of certainty using the indicative mood (pensar que, creer que, estar seguro/a de que).</td>
<td>(1.1.1, 4.1.3)</td>
</tr>
<tr>
<td>I can express doubt and negation with the subjunctive mood (dudar que, no creer que, no pensar que, no estar seguro/a de que, and negar que).</td>
<td>(1.1.1, 4.1.3)</td>
</tr>
<tr>
<td>I can express perhaps or maybe with tal vez, quizá(s) and ojalá.</td>
<td>(1.1.1, 4.1.3)</td>
</tr>
</tbody>
</table>
3.2.3 Use new information and perspectives of other cultures to broaden personal experiences.

IV. COMPARISONS
Develop insight into the nature of language and culture in order to interact with cultural competence.

4.1 Language Comparisons:
Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
4.1.1 Apply prefixes and suffixes to root words.
4.1.2 Examine the natural flow and rhythm inherent to both languages.
4.1.3 Implement appropriate sentence structure and paragraph construction;
4.1.4 Develop usage of accurate grammatical practices.
4.1.5 Apply similarities and differences between English and target language;
4.1.6 Identify idiomatic expressions in both languages.
4.1.7 Express meaning using appropriate idioms.
4.1.8 Expand knowledge of verbs to include all the indicative and imperative moods.

4.2 Cultural Comparisons:
Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture studied and their own.
4.2.1 Compare and contrast culturally appropriate verbal and nonverbal cues in both cultures.
4.2.2 Discern behavioral expectations in changing circumstances.
4.2.3 Identify different cultures' belief value systems.
4.2.4 Focus on similarities and differences of core beliefs.
4.2.5 Understand origin and existence of cultures' social patterns.

| Chapter 6B
| I can talk about staying at a hotel. (1.3.1) |
| I can talk about the Arenal volcano in Costa Rica. (2.1.2, 3.2.3) |
| I can describe events that would happen using the conditional tense. (3.2.2) |
| I can form the verbs haber, saber, querer, decir, poner, venir, tener, poder, and salir in the conditional tense. (3.2.2) |
| I can express probability in the past using the conditional tense. (4.1.4) |
| I can make polite requests using the conditional tense. (4.1.4) |
| I can describe an excursion to the jungle. (1.3.1) |
| I can discuss the importance of the marine turtles in Costa Rica. (3.2.3) |
| I can express emotion in the subjunctive mood after verbs that follow the same pattern as gustar, like agradar, alegrar, complacer. (4.1.3) |
| I can express emotion in the subjunctive mood with the verbs sentir and tener miedo de. (1.1.1, 4.1.3) |
| I can keep the infinitive after verbs of emotion instead of the subjunctive when no change of subject is necessary. (4.1.3) |
| I can interpret and summarize passages or dialogues spoken in Spanish. (1.2.3, 1.2.4, 2.2.1, 5.2.1) |
4.2.6 Compare music, art, literature and other tangible products from diverse cultures.
4.2.7 Compare simple patterns of behavior.
4.2.8 Observe customs of different regions and countries.
4.2.9 Compare rituals, folklore and other intangible products from diverse cultures.
4.2.10 Focus on the commonalities of other cultural systems and Tennessee traditions.
4.2.11 Distinguish circumstantially correct behavioral expectations.

V. COMMUNITIES
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

5.1 School and Global Communities:
Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
5.1.1 Identify how local community members use the target language in their work.
5.1.2 Acquire information about the target language and the target culture.
5.1.3 Present information about the target language and culture in the target language.
5.1.4 Locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.
5.1.5 Demonstrate awareness of the importance of people, holidays and traditions in the target language countries.

5.2 Lifelong Learning:
Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
5.2.1 Identify the main ideas and basic details in diverse, authentic media forms (e.g. radio, television, film, live presentations).
5.2.2 Write simple letters or emails in the target language to the teacher and/or class.
5.2.3 Exchange letters or emails with the target language speakers (in the target language).

**Honors Addendum**
Note to Teachers of Honors Courses:
The Performance Assessments are required and should be given during the quarter when material is most relevant. Adapt the performance assessment to your language and the performance level indicated below. Students in level 3 required to take the AAPPL.

<table>
<thead>
<tr>
<th>French</th>
<th>Level 3</th>
<th>Interpretive Listening Proficiency Target</th>
<th>Interpretive Listening AAPPL Target</th>
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<tbody>
<tr>
<td>German</td>
<td></td>
<td>Intermediate Low I1</td>
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<tr>
<td>Spanish</td>
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<td>German</td>
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**PERFORMANCE ASSESSMENT TASKS**

- Performance Assessment 1
  Presentational/Interpersonal/Interpretive: Intermediate-Social Life-An Amusing Place
- Performance Assessment 2
  Presentational/Interpersonal/Interpretive: Intermediate-My Trip to Argentina

**PERFORMANCE ASSESSMENT RESOURCES**

- **Resources for Understanding Proficiency:**
  - World-Readiness Standards for Language Learning
  - Standards Summary
  - ACTFL Performance Descriptors for Language Learning
  - Interpersonal | Interpretive | Presentational
  - ACTFL Proficiency Guidelines 2012
  - Speaking/Writing/Listening/Reading
  - NCSSFL-ACTFL Can Do Statements Grid View

- **Resources for Student Feedback/Grading:**
  - AAPPL Rubrics
  - Interpersonal | Interpretive | Presentational
  - JCPS Rubrics
  - Interpersonal | Interpretive | Presentational
  - One example of Grading for Proficiency
  - JCPSS DOE Rubrics
  - How to Give Effective Feedback to your Students
    By Susan M. Brookhart

- **Resources for Assessing Student Performance:**
  - AAPPL-The ACTFL Assessment of Performance toward Proficiency in Languages
<table>
<thead>
<tr>
<th>Presentational Writing Proficiency Target</th>
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<tr>
<td>Presentational Writing AAPPL Target</td>
<td>Intermediate Low</td>
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The Keys to Assessing Language Performance: A teacher’s manual for measuring student progress  
By Paul Sandrock