



Grand Island Central School District Curriculum Map Spanish 3 Mr. Mark Lamparelli

Units of Study (Duration)	NYS Standards	Common Core Standards	Vocabulary <ul style="list-style-type: none"> Content Process 	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources <ul style="list-style-type: none"> Texts Tech Integration
4 weeks	R9-10.4, R9-10.1,L9-10.1,L9-10.3,L9-10.4, W9-10.3,W9-10.3d	L6, R1, R2, W4	Vocabulary: review of personal ID, expressing interest, indifference, displeasure, asking for info. Interrogatives Grammar: review of present tense, stem changers, preterite tense,saber vs. conocer Culture: Northern Spain,music, tourism, food, activities, religious celebrations	<ul style="list-style-type: none"> Can the students conjugate verbs in the present tense, preterite tense, stem change? Can the student express indifference? Displeasure? Can the student respond to oral questions negatively and positively 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Quia Teacher observations Quizzes Tests	Textbook Youtube videos Powerpoint presentations Prezis Flashcards Wipe boards Pictures Maps quizlet

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5 weeks	R9-10.4, R9-10.1, W9-10.2	L6, R1, R2, W4, W5	Vocabulary: Health, wellness, giving/asking for advice, physical/mental well-being, diet Grammar: informal commands, reflexive verbs, imperfect tense, Culture: dietary habits in hispanic world, differing languages in Spain, Spanish daily schedule	<ul style="list-style-type: none"> Can the student form commands, reflexive constructions, and differentiate between past and present with imperfect? Can the student make assessments of friends and give advice? Can the student use reflexive verbs to talk about personal care and reciprocal actions? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Quia Teacher observations Quizzes Tests	Textbook Youtube videos Powerpoint presentations Prezis Flashcards Wipe boards Pictures of paintings quizlet

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5 weeks	1.1, L9-10.1, R9-10.4	L4, L6, W4	Vocabulary: household appliances, electrical appliances, technology items, environmental responsibility Grammar: Present Perfect tense, irregulars, future tense, Object prons. Culture: energy in Venezuela and Spanish speaking world, Oil production, foods, industry, agriculture in Venezuela	<ul style="list-style-type: none"> Can the student convert nouns to pronouns? Can students use present perfect? Can students use the future tense to relate to upcoming events? Can students talk about technology and industry and give opinions on the impact pro and con? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Quia Teacher observations Quizzes Tests	Textbook Youtube videos Powerpoint presentations Prezis Flashcards Wipe boards Pictures Quizlet DVD of France

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5 weeks	R9-10.4, R9-10.1, L9-10.1,L9-10.4,W9-10.2,W9-10.3	L6, R1, R2, W4, W5	Vocabulary: Food, beverage,stores where food is sold, categories of cuisine Grammar: superlatives, unplanned event statements, preterite, por/para, 2 object pron, Culture: Venezuela continued from previous unit	<ul style="list-style-type: none"> Can student use proficiently the preterite tense? Can student use 2 object pron. Appropriately? Can student talk about unintentional events? Can student distinguish between por/para? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Quia Teacher observations Quizzes Tests	Textbook Youtube videos Powerpoint presentations Prezis Flashcards Pictures Quizlet

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5 weeks	R9-10.4, R9-10.1, W9-10.2	L6, R1, R2, W4, W5	Vocabulary: expressing agreement/disagreement, reporting what others say and think, telling a legend Grammar: impersonal “se”, present subjunctive Culture: Guadalajara architecture, plazas, musical groups, artesans, indigenous culture, tapatíos	<ul style="list-style-type: none"> Can student agree or disagree and support points of view, Can students use the present subjunctive if clauses meet qualifications? Can students read, understand, and re-tell a legend? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Quia Teacher observations Quizzes Tests project	Textbook Youtube videos Powerpoint presentations Prezis Flashcards Pictures Quizlet French TV guide Books on Astérix

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6 weeks	R9-10.4, L9-10.1 R9-10.1, W9-10.2,	L4, W1, R2	Vocabulary: Art and Music, changing topics of conversation, expressing necessity, making suggestions/recommendations, turning down an invitation, expressing opinions Grammar: subjunctive, nosotros commands, hacer + time expressions, definite article exceptions, comparatives Culture: Guadalajara architecture, plazas, musical groups, artesans, indigenous culture, tapatíos	<ul style="list-style-type: none"> Can students use the subjunctive with verbs of influence and impersonal opinion? Can student accept or decline an invitation Can student use hacer + time expressions to indicate how long a situation has been going on? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Teacher observations Quizzes Tests	Textbook Youtube videos Powerpoint presentations Prezis Flashcards at board Pictures Quizlet Wipe boards

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4 weeks	1.1, L9-10.1, R9-10.4	L6, R1, R2, W4, W5	Vocabulary: expressing happiness, comforting someone, making an apology, describing an ideal relationship Grammar: subjunctive with feelings, present perf. Subj, subjunc. Of the non-existent, recip. Action reflexives. Culture: Buenos Aires City, government, dance, monuments, el Pato	<ul style="list-style-type: none"> Can students express the vocab. Content and properly implement subjunctive when required? Can students talk about or seek out a healthy relationship? Can students make sincere apologies in negative circumstances? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Teacher observations Quizzes Test project	Textbook Youtube videos Powerpoint presentations Prezis Flashcards at board Pictures Quizlet Wipe boards Magnetic pronoun cards

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4 weeks	R9-10.4, L9-10.1 R9-10.1, W9-10.2,	L6, R1, R2, W4, W5	Vocabulary: Methods of communication, expressing doubt/disbelief, expressing possibility vs. impossibility, expressing surprise Grammar: subjunctive of disbelief/uncertainty, por expressions, impersonal subjunctive, Culture: Buenos Aires City, government, dance, monuments, el Pato	<ul style="list-style-type: none"> Can students use the subjunctive to communicate the vocabulary goals of unit? Can students talk about modern ways to communicate? 	Listening Speaking Reading Writing	Speaking tasks Listening tasks Dialogue Homework Games Teacher observations Quizzes Test project	Textbook Youtube videos Powerpoint presentations Prezis Pictures Quizlet Wipe boards