

MALVERNE PUBLIC SCHOOLS 2021-2022
WORLD LANGUAGES DEPARTMENT CURRICULUM

Subject: Spanish 3R

District Supervisor: Yvonne Daza / Teacher: Russo, S.

Textbook: ¡Así se Dice! Level 3 Green

[Rubrics & Standards](#)

Weeks	Objectives/Performance Indicator	Outline — Suggested Themes	Recommended Contexts	Related Activities/Parallel Resources
<p>1-3</p> <p><u>Preliminary Unit</u></p> <p><u>REVIEW A-F</u> Students will</p> <ul style="list-style-type: none"> ● REVIEW- vocabulary they learned in Level II associated with: school, home, class, sports, daily routines, vacation, shopping, and traveling. ● REVIEW Grammar- present tense of regular and irregular verbs, reflexive verbs, preterite of regular and irregular verbs, imperfect tense, indirect object pronouns, verbs like gustar, and direct object pronouns. 	<p>SWBAT</p> <p>Repaso A: Students will review vocabulary associated with home and school.</p> <p>Repaso B: Students will review vocabulary related to sports and daily routine.</p> <p>Repaso C: Students will review vocabulary related to summer and winter activities, vacations, and traveling by plane and train.</p> <p>Repaso D: Students will review vocabulary associated with shopping and celebrations.</p> <p>Repaso E: Students will review vocabulary related to city and country.</p> <p>Repaso F: Students will review vocabulary related to hotels and restaurants.</p>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● How do you describe your family? ● How do you describe yourself? ● How do you describe a typical day at school? ● How do you compare schools in Spanish-speaking countries with schools in the U.S.? ● What are some popular sports played in the Spanish-speaking world? ● How do you talk about things that you do at an airport? ● How do you describe different holiday celebrations of the Spanish-speaking world? ● How do you describe a typical day at a market? ● How do you describe cities in Spanish-speaking countries? ● How do you compare different cities and towns in the Spanish-speaking world with the cities and towns in the U.S.? ● How do you talk about traveling and staying at a hotel? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> ● Review the present tense of regular verbs, the verbs ir, dar, and estar, and verbs with an irregular yo form in the present tense. ● Review the verbs and the present tense of reflexive verbs. ● Review the preterit of regular and irregular verbs. ● Review the imperfect of regular and irregular verbs, the verbs interesar, aburrir, and gustar, and indirect object pronouns. ● Review direct object pronouns and the uses of the preterit and imperfect. ● Review double object pronouns, the present perfect tense, and regular and irregular past participles. 	<p>Asi se dice! Repaso Workbook</p> <p>Repaso A: pg. R.3-R9 Repaso B: pg. R.102R.15 Repaso C: Pg. R. 16-R.21 Repaso D: Pg.R.22-R.26 Repaso E: Pg.R.27-R.31 Repaso F: Pg.R.32-R.37</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> ● Teacher Works Plus ● Power Teach-Interactive Chalkboard ● Student Work Plus ● Gramática en Vivo ● Vocabulario en Vivo <p>*Some of these topics will repeat in Level 3 so reinforce throughout.</p> <p>conjugemos.com studyspanish.com bbcenespañol.com quizlet.com puzzlemaker.com</p>

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<p>4-8</p> <p><u>Unit 1</u></p> <p><u>Capítulo 1</u> Students will</p> <ul style="list-style-type: none"> In this chapter, students will learn the way in which several popular Latino dishes are prepared. They will also read a recipe for the popular arroz con pollo. In order to do this, students will learn the command forms of the verbs. They will also be introduced to the subjunctive. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will learn the way in which several popular Latino dishes are prepared. They will also read a recipe for popular Latino dishes. Discuss and talk about vocabulary on foods and food preparation. They will also discuss different types of Hispanic recipes. Identify the Subjunctive Mood and its uses Utilize formal commands to write a recipe card Use negative informal commands 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do you make comparisons between the preparation of foods in Spain, Latin America, and the United States? How do you describe typical Hispanic meals? How do you order a meal at a restaurant in a Spanish-speaking country? How do you describe the taste of foods in the target language? What are some popular foods of the Spanish-speaking world? What are some important ingredients of el arroz con pollo? How do you prepare ‘ropa vieja’? What are the ingredients in this popular dish from Cuba? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> Students will learn the command form of the verbs. They will also be introduced to the subjunctive Context in interpretive mode Compare and contrast parallel structures between English and Spanish Use background knowledge structures to convey ideas Understand perspectives and cultures from varied backgrounds from informational resources Use strategic digital media in the presentational mode to present research and findings from evidence and information learned 	<p>Así se dice! Chapter 1 pp. 1-27</p> <p>Workbook and Audio activities. Pg. 1.3- 1.20</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo <p>*Reinforce similar topics reviewed in REPASO A-F.</p> <p>conjugemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>8-12</p> <p><u>Unit 2</u></p> <p><u>Capítulo 2</u> Students will</p> <ul style="list-style-type: none"> • In this chapter, students will discuss some exercises and other physical activities to stay in shape. They will also learn some vocabulary they may need to discuss and get emergency medical attention in the event of an accident. Students will also learn some more uses of the subjunctive. 	<p>SWBAT</p> <ul style="list-style-type: none"> • Identify more parts of the body • Talk about exercise and physed class • Talk about having a little accident and a trip to the emergency room • Discuss physical fitness • Utilize the subjunctive with impersonal expressions • Use the subjunctive of stem-changing verbs • Compare like things 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do you identify more parts of the body? • How do you talk about exercise? • How do you conduct an exercise class? • How do you give directions on exercising? • How do you talk about having a minor accident and a trip to the emergency room? • How do you discuss physical fitness? • How do you use the subjunctive with impersonal expressions? • What are the stem-changing verbs in the subjunctive? • How do you make comparisons of like things? • What do people in the Spanish-speaking world do to keep healthy and fit? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> • The daily routine of young people in the USA is different from young people in Spanish-speaking cultures. • By focusing on the universal themes of health and human emotions, this unit invites students to compare important aspects of their everyday lives with those of Spanish speakers. • Students will apply more used of the Subjunctive with impersonal expressions. Context in interpretive mode • Compare and Contrast parallel structures between English and Spanish • Use background knowledge structures to convey ideas • Understand perspectives and cultures from varied backgrounds from informational resources • Use strategic digital media in the presentational mode to present research of information learned 	<p>Así se dice! Chapter 2 pp. 30-59</p> <p>Workbook and Audio activities. Pg. 2.3- 2.25</p> <p>Chapter Project p. 28C-D</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> • Teacher Works Plus • Power Teach-Interactive Chalkboard • Student Work Plus • Gramática en Vivo • Vocabulario en Vivo <p>*Reinforce similar topics reviewed in REPASO A-F.</p> <p>conjuguemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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12-16 <u>Unit 3</u> <u>Capítulo 3</u> Students will <ul style="list-style-type: none"> • In this chapter, students will learn the vocabulary they need to discuss the various celebrations that accompany each rite of passage. Students will use the subjunctive to express wishes and emotions. They will also learn the possessive pronouns. To continue their literary studies, students will read a poem by Abraham Valdelomar that deals with a holiday meal. 	SWBAT <ul style="list-style-type: none"> • Learn vocabulary they need to discuss the various celebrations that accompany each rite of passage. • Talk about several Hispanic holidays in Spain and Latin America • Compare and contrast holidays • Comment about their own holiday celebrations • Talk about passages of life: weddings, baptisms, birthdays, and funerals • Read a poem by Abraham Valdelomar • Use the subjunctive to express wishes and emotions • Identify possessive pronouns 	<u>Essential Questions:</u> <ul style="list-style-type: none"> • How do you talk about the passages of life: weddings, baptisms, birthdays, and funerals? • What are some various rites and celebrations that accompany events in Spanish-speaking countries? • How do you celebrate La Quinceañera in the Spanish-speaking world? • What are some common wedding traditions? • Who is Peruvian writer Abraham Valdelomar? • How do you express wishes in the subjunctive? • How do you express emotions in the subjunctive? • What are possessive pronouns? 	<u>Structures:</u> <ul style="list-style-type: none"> • Use the subjunctive to express wishes and emotions. They will also learn the possessive pronouns • Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large. • Families share a sense of unity and tradition that often centers around the home. • There are holidays celebrated in the Spanish-speaking countries that are different from what we celebrate in the United States. • Holidays celebrated in different countries are a part of one’s culture. • Compare and Contrast parallel structures • Use background knowledge to convey ideas • Understand perspectives and cultures from varied backgrounds & informational resources 	<u>Asi se dice! Chapter 3</u> pp. 60-95 Workbook and Audio activities. Pg. 3.3- 3.19 Chapter Project p. 96C-D <u>¡Así se dice! Level 3</u> Materials include: <ul style="list-style-type: none"> • Teacher Works Plus • Power Teach-Interactive Chalkboard • Student Work Plus • Gramática en Vivo • Vocabulario en Vivo Cultura pp. 80-81 Literatura pp. 84-87 conjuguemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com

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<p>16-18</p> <p><u>Unit 4</u></p> <p><u>Capítulo 4</u> Students will</p> <ul style="list-style-type: none"> In this chapter, students will learn vocabulary needed to do routine errands and chores. They will learn these topics by reading an Argentine story and other videos. Students will use the subjunctive with expressions of doubt and adverbial clauses. They will also learn to use the pluperfect and conditional perfect tenses and to recognize the future perfect. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will learn the basic vocabulary they need to do some routine errands and chores. Students will read an Argentine story about the routine chore of carrying a message before e-mail or even mail service. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do you talk about errands? How do you discuss preparing for a trip through Andalusia? How do you read a short story from Argentina? How do you express the subjunctive with expressions of doubt? What is the currency used in Europe? What are hair salons, laundromats, and banks like in the Spanish-speaking world? Who are some famous artists in the Spanish-speaking world? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> Similarities and differences in the daily lives of people in the target language cultures and in the U.S. While differences exist due to culture and geography, students around the world share many common interests and join in similar activities. Use the subjunctive with expressions of doubt and adverbial clauses. They will also learn to use the pluperfect and conditional perfect tenses and to recognize the future perfect. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships 	<p>Así se dice! Chapter 4 pp. 96-131</p> <p>Workbook and Audio activities. Pg. 4.3- 4.17</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjugemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>19-21</p> <p><u>Unit 5</u></p> <p><u>Capítulo 5</u> In this chapter, students will</p> <ul style="list-style-type: none"> • Explore customs that are considered good manners in Hispanic cultures • Read an episode from El conde Lucanor in which even the people of the eleventh century had their opinions about how things should be done. • Use the imperfect subjunctive and infinitive versus the subjunctives, and suffixes 	<p>SWBAT</p> <ul style="list-style-type: none"> • Students will explore customs that are considered good manners in Hispanic cultures • Students will read an episode from El conde Lucanor in which even the people of the eleventh century had their opinions about how things should be done. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do talk about customs? • What are good mannerisms in Hispanic and Spanish cultures? • How do you discuss art and literature? • How do you read an episode from eleventh century literature? • How do you express the imperfect subjunctive? • What style is the literature of the medieval period in Spain? • Who are some important Spanish writers and what countries are they from? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> • Use of the imperfect subjunctive and the use of the infinitive versus the subjunctive. • Use and meaning of, suffixes • Use context to infer meaning and understanding. • Compare and Contrast parallel structures • Use background knowledge to convey ideas • Understand perspectives and cultures from varied backgrounds & informational resources • Analyze structures, choose and distinguish precise use by reasoning relationships 	<p>Así se dice! Chapter 5 pp. 132-163</p> <p>Workbook and Audio activities. Pp. 5.3- 5.21</p> <p>Cultura pp. 148-149 Literatura pp. 152-155</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> • Teacher Works Plus • Power Teach-Interactive Chalkboard • Student Work Plus • Gramática en Vivo • Vocabulario en Vivo • Art Gallery <p>conjugemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>22-24</p> <p>Unit 6</p> <p>Capítulo 6 Students will</p> <ul style="list-style-type: none"> In this chapter, students will discuss various modes of transportation. They will read about a trip through parts of Bolivia and a short story by the famous Spanish writer Emilia Pardo Bazán about a train trip taken by two youngsters. They will learn to use irregular nouns and subjunctives with conjugations of time and with clauses following expressions of advice, suggestions and recommendations 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will discuss various modes of transportation Students will read about a trip through parts of Bolivia. They will also read a short story by the famous Spanish writer Emilia Pardo Bazán about a train trip taken by two youngsters. Students will learn to use irregular nouns. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do you talk about travel? How do you discuss parts of the countryside? How do you read a short story from Spain? How do you express the subjunctive with conjugations of time and with clauses following expressions of advice, recommendations and suggestions? Who are some famous artists in the Spanish-speaking world? 	<p>Structures:</p> <ul style="list-style-type: none"> Use of the subjunctive with conjugations of time and with clauses following expressions of advice, recommendations and suggestions. Practical uses of irregular nouns Use context to infer meaning and understanding. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships Maintain consistency in style and tone. 	<p>Así se dice! Chapter 6 pp. 164-199</p> <p>Workbook and Audio activities. Pp. 6.3- 6.20</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjuguemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>25-26</p> <p><u>Unit 7</u></p> <p><u>Capítulo 7</u> Students will</p> <ul style="list-style-type: none"> In this chapter, students will discuss fine art and literature. They will talk about a mural by the Mexican artist Diego Rivera and his wife's folkloric art, Frida Kahlo. They will also read a sonnet by the Spaniard Federico García Lorca and a poem by the Cuban Nicolás Guillén. Students will use the present perfect and pluperfect subjunctive, use 'si' clauses and adverbs ending in <i>-mente</i>. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will be able to compare fine art and literature from renowned Hispanic and Spanish artists and writers. Students will be able to use vocabulary enclosing art and literature. Students will read a sonnet by Federico García Lorca Students will read a poem by Cuban poet, Nicolás Guillén, “No sé por qué piensas tú” and understand its poetic structures. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do you talk about fine art? How do you discuss types of art? How do you read a sonnet from Spain? How can you compare and contrast a sonnet from Spain and a poem from Cuba? How do you express the present perfect subjunctive? When do you need to use the present perfect subjunctive? Why is the pluperfect used in the Spanish language? How can you express 'si' clauses and adverbs ending in <i>-mente</i>? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> Use of the present perfect and pluperfect subjunctive, 'si' clauses and adverbs ending in <i>-mente</i>. Practical uses of irregular nouns Use context to infer meaning and understanding. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships Maintain consistency in style and tone. 	<p>Así se dice! Chapter 7 pp. 200-233</p> <p>Workbook and Audio activities. Pp. 7.3- 7.12</p> <p>Cultura pp. 220-223 Literatura pp. 224-225</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjuguemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>27-29</p> <p>Unit 8</p> <p>Capítulo 8 Students will</p> <ul style="list-style-type: none"> In this chapter, students will learn about the origins of Latinos living in the United States and their impact on this nation's economics, marketing media, and culture. They will also learn vocabulary related to certain historical events and modern media and use the subjunctive with <i>aunque</i> and <i>quiera</i>, as well as apocopated adjectives and special uses of the definite and indefinite articles. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will learn about the origins of Latinos living in the United States and their impact on this nation's economics, marketing media, and culture. Students will learn vocabulary related to certain historical events and modern media. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are some of the origins of Latinos living in the United States? How has the U.S economy been impacted with this ethnic group? What are some popular components from Latinos commonly used in the U.S.? Why can ethnicity affect and gentrify neighborhoods? How do you express the subjunctive with <i>aunque</i> and <i>quiera</i>, What is an apocopated adjectives and what are its special uses? When can we use the definite and indefinite articles? 	<p>Structures:</p> <ul style="list-style-type: none"> Use of the subjunctive with <i>aunque</i> and <i>quiera</i>, as well as apocopated adjectives and special uses of the definite and indefinite articles. Use context to infer meaning and understanding. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships Maintain consistency in style and tone. 	<p>Así se dice! Chapter 8 pp. 234-267</p> <p>Workbook and Audio activities. Pp. 8.3- 8.15</p> <p>Cultura pp. 252-255 Literatura pp. 256-257</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjuguemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>30-32</p> <p><u>Unit 9</u></p> <p><u>Capítulo 9</u> Students will</p> <ul style="list-style-type: none"> In this chapter, students will identify more foods in Spanish and will be able to talk about food preparation. They will learn the influences and history of food from Spain and Latin America – the combination of products indigenous to the Americas and those imported by Spaniards, including those introduced by the Arabs into Spain. They will also read a poem by the famous Chilean poet Pablo Neruda – Oda a la alcachofa. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will identify more foods in Spanish and will be able to talk about food preparation. Students will learn the influences and history of food from Spain and Latin America – the combination of products indigenous to the Americas and those imported by Spaniards, including those introduced by the Arabs into Spain. Students will also read a poem by the famous Chilean poet Pablo Neruda – <i>Oda a la alcachofa</i>. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do you express the preparation of certain Latin American and Spanish foods? How has Latin and Spanish food affected the way we eat in America? What are some other products from Latin and Spanish countries? What is the foundation for the food in Spain? How can the geography and cultural surroundings affect productivity in a region? How do you read a poem from Chile? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> Use of the passive voice, relative pronouns, and time expressions with <i>hace</i> and <i>hacía</i> Use context to infer meaning and understanding. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships Maintain consistency in style and tone. 	<p>Así se dice! Chapter 9 pp. 268-299</p> <p>Workbook and Audio activities. Pp. 9.3- 9.18</p> <p>Chapter 9 Project p. 268C-D</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjugemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>

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<p>33-35</p> <p><u>Unit 10</u></p> <p><u>Capítulo 10</u> Students will</p> <ul style="list-style-type: none"> In this chapter, students will use <i>por/para</i> and the subjunctives in relative clauses. They will learn basic vocabulary to discuss careers and trades and learn the importance of knowing Spanish and / or another language in today’s globalized business world. They will also read a short story “<i>Un día de estos</i>” by the famous Colombian writer Gabriel García Márquez about a dentist and a politician. 	<p>SWBAT</p> <ul style="list-style-type: none"> Students will learn the basic vocabulary to discuss careers and trades. They will also learn the importance of knowing Spanish and / or another language in today’s globalized business world. Students will read a short story “<i>Un día de estos</i>” by the famous Colombian writer Gabriel García Márquez about a dentist and a politician. 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> When do you use <i>por</i> and <i>para</i>? What are some popular career and trades? How can you compare and contrast careers and trades in Spanish? What are some popular careers where Spanish can be useful, if not, necessary? How do you read a short story about a dentist and politician from Colombia? 	<p><u>Structures:</u></p> <ul style="list-style-type: none"> Use <i>por/para</i> and the subjunctives in relative clauses. Use context to infer meaning and understanding. Compare and Contrast parallel structures Use background knowledge to convey ideas Understand perspectives and cultures from varied backgrounds & informational resources Analyze structures, choose and distinguish precise use by reasoning relationships Maintain consistency in style and tone. 	<p>Así se dice! Chapter 10 pp. 300-335</p> <p>Workbook and Audio activities. Pp. 10.3- 10.16</p> <p>Cultura pp. 320-321 Literatura pp. 322-327</p> <p>¡Así se dice! Level 3 Materials include:</p> <ul style="list-style-type: none"> Teacher Works Plus Power Teach-Interactive Chalkboard Student Work Plus Gramática en Vivo Vocabulario en Vivo Art Gallery <p>conjugemos.com studyspanish.com bbcenespañol.com estudio.quia.com quizlet.com puzzlemaker.com</p>