

Essential understanding:

Knowing more than one language gives you another way of seeing things you thought you already knew. We notice how our way of describing the world is just one of many. There are multiple ways in which one could see the world. Learning a language is to learn how others see the world and expand our way of seeing it too.



“A different language is a different vision of life.” – Federico Fellini

Overview:

Spanish 3 aims to develop language proficiency beyond the previous level. In this course while developing different language skills, you will continue developing understanding and appreciation of the Hispanic culture, will gain vocabulary and learn more complex grammar structures. You will also study the work of influential Latinos and Latinas whom have contributed to history. We are a STEAM (Science, Technology, Engineering, Art, Math) school. Therefore, be prepared to incorporate your knowledge of STEAM in class. Please, also make sure your laptop is fully charged and ready to be used daily in our classroom. Your interactive notebook is where you will document your “follow- up” work. Remember that you have many choices for completing an activity, practicing a concept from a lesson and demonstrating knowledge of any lesson given. Please refer to the handout you pasted in your notebook for some ideas on those choices. Spanish will be spoken in class 99.9% of the time.

Guiding question: What writing pieces can you create using Spanish playfully and intently?

Lessons

- ___ 8/27/18: A mí me gusta...
- ___ 9/04/18: Lo que hice este verano
- ___ 9/06/18: Yo soy Joaquín
- ___ 9/10/18: Acampando en la naturaleza
- ___ 9/17/18: La poesía de Octavio Paz

Lessons: Bring your interactive notebook to all lessons

Week 1 (País: Bolivia) – August 27th - 31st

___ Monday/Tuesday:

- Greetings! Review Ser vs Estar (as well as irregular verbs)
- Mis amigos y yo: Review of the verb “gustar”

___ Thursday/Friday:

- Writing activity to review the present tense
- Mini-lesson: Influential Latinos / How to organize and prepare a presentation? (Rubric will be handed out on this day, if you are absent you can find it online in our google classroom)

Week 2 (País: Chile) – September 3rd - 7th (No class on Monday, September 3rd)

___ Tuesday/Thursday:

- Las actividades
- Irregular present tense to express daily activities

___ Friday

- Review of reflexive verbs
- Work on presentations

Week 3 (País: Colombia)- September 10th - 14th

___ Monday

- Review of reflexive verbs /Work on presentations

___ Tuesday/Thursday

- Vocabulario: ¡Vamos a acampar!
- Regular verbs in the preterit tense

___ Friday

- Irregular verbs in the preterit tense
- Prueba de verbos y vocabulario

Week 4 (País: Cuba)- September 17th - 21st

___ Monday

- Irregular verbs in the preterit tense
- Prueba de verbos y vocabulario

___ Tuesday/Thursday:

- Lectura literaria: Octavio Paz
- Review of lessons in this unit

___ Friday

- No formal lesson- Presentations and Assessment day

Group work: You will be able to work in groups to complete your research on the weekly Spanish speaking country. Remember that if your preference for learning is not listed, you can submit a proposal for any group work ideas and begin them as soon as the proposal is signed.

Week 1

Monday/Tuesday

First hour

- Pair up with a classmate or two and choose 1 group work:
 - Start writing a skit or play with this week's material. Each week the group will add the material that we learn to have a skit or play that covers the unit's materials. (Rough draft due: Thursday/Friday this week; don't leave it for later, start today Monday/Tuesday)
 - Write a song using this week's material and each week add something related to the material learnt. The idea is that the song includes the material of the unit. (Rough draft due: Thursday/Friday this week; don't leave it for later, start today Monday/Tuesday)
 - Write a short story and create a video with the story to present to class. Each week the group will add the material that we learn to have a skit or play that covers the unit's materials. (Rough draft due: Thursday/Friday this week; don't leave it for later, start today Monday/Tuesday)

Second hour

- Create an interactive chart or a board game to practice "gustar", verbs like "gustar" and regular present tense verbs. How different are they?

Thursday/Friday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Create a fill-in-the-blanks activity using regular present tense verbs, and exchange your activity with another group to complete the exercise.
 - Create a conjugation chart to review regular present tense. Then, each member of the group, individually, creates 5 questions with some of the verbs to ask each other.

Second hour

- Together with a classmate, do a research on influential Latinos and write down a brief biography describing where they are from and why are they influential.
- Work on presentations

- Complete Bolivia passport (Due: Friday, August 31)

Week 2

Tuesday/Thursday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Create a memory game with vocabulary of activities and each time a member of the group matches a pair, he/she asks a question to the other members of the group, or creates a sentence, using the vocabulary word.
 - Pair up with a friend and interview them about their upcoming plans and activities. (You can use the template handed out or come up with your own 10 questions)

Second hour

- Together with a classmate, choose any art medium as a mean of expression to practice this week's vocabulary and lessons. (It can be a paint and a description, poetry, comic strip, etc.) (Irregular verbs)
- Complete Chile passport (Due: Friday, September 7)

Friday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Create a visual narrative of a daily routine and write a short paragraph describing the routine.
 - Play charades! Take a piece of paper and create at least 10-12 paper slips to write down reflexive verbs. Once the verbs are written in each slip, mixed them all and each member will pick the slips randomly and act the verb out. The other members need to guess the action.

Second hour

- Work on presentations

Week 3

Monday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Create a visual narrative of a daily routine and write a short paragraph describing the routine.
 - Play charades! Take a piece of paper and create at least 10-12 paper slips to write down reflexive verbs. Once the verbs are written in each slip, mixed them all and each member will pick the slips randomly and act the verb out. The other members need to guess the action.

Second hour

- Work on presentations
- Monday

Tuesday/Thursday

- Pair up with a classmate or two and choose 1 activity:
 - Review the vocabulary about camping and make a list of all the things you need to go camping and what activities you can do while camping. (document in your interactive notebook)
 - Research famous places to go camping in any of the countries of this unit. Then, create an itinerary of 3 days camping in that place. Use images to illustrate your camping trip. (document in your interactive notebook)
- Pair up with a classmate or two and choose 1 activity:
 - Create a list of questions to ask each about the things you did last summer. Then, write down a short paragraph summarizing what your classmate did. (Turn in before leaving class)
- Complete Colombia passport (Due: Friday, September 14)

Friday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Individually first, create a list of 5 activities. Then, using those activities from the list, ask to your classmates if they did any of them in the past week.
 - (Ask for the handout) Read an article together, then discuss the reading asking comprehension questions to each other. Then, write a short summary of the reading and your opinion.

Second hour

- After the quiz, create together with a classmate a list of 3 questions or doubts about the material of the class and search together for the answers. (Document in your interactive notebook)

Week 4

Monday

First hour

- Pair up with a classmate or two and choose 1 activity:
 - Individually first, create a list of 5 activities. Then, using those activities from the list, ask to your classmates if they did any of them in the past week.
 - (Ask for the handout) Read an article together, then discuss the reading asking comprehension questions to each other. Then, write a short summary of the reading and your opinion.

Second hour

- After the quiz, create together with a classmate a list of 3 questions or doubts about the material of the class and search together for the answers. (Document in your interactive notebook)

Tuesday/Thursday

First hour

- After our lesson about poetry and Octavio Paz, pair up with a classmate or two and choose 1 activity:

- Complete research on the importance of *La Plaza* in any of the countries studied in this unit. (Due: Thursday, September 19)
- Work in groups to complete presentations (Due: Friday 21 and Monday 24)
- Complete Cuba passport (Due: Friday, September 21)

Friday (and Monday, September 23)

- Presentations and Assessment day

Individual Work (Duolingo activities every class period)

Week 1 (País: Bolivia) - August 27th - 31st

____ Today-Monday/Tuesday: Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, record practicing the pronunciations learned, write a short commercial using information reviewed today)

____ Thursday/Friday - Create any one of the following:

- A poem using *Ser* and *Estar*
- A painting inspired by a Spanish speaking country, artist or time in History
- An online game reflecting this week's lessons

____ Thursday/Friday: Interactive notebook

Week 2 (País: Chile) – September 3rd - 7th

____ Tuesday/Thursday: Conjugation chart for irregular verbs

____ Tuesday/Thursday: Begin research on the Influential Latino of your choice (draft due on Friday, September 7; Monday, September 10)

____ Friday: Begin making your three-part cards on the Influential Latina/o of your choice.

____ Friday: Interactive notebook check-in

Week 3 (País: Colombia)- September 10th - 14th

____ Monday: Begin making your three-part cards on the Influential Latina/o of your choice.

____ Monday: Interactive notebook check-in

____ Tuesday/Thursday: Create a comic strip illustrating your daily routine using reflexive verbs or a short narrative of your daily routine.

____ Tuesday/Thursday: Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, record practicing the pronunciations learned, write a short commercial using information reviewed today - create a painting motivated by the preterit tense)

____ Friday: Presentation on Influential Latino/a

Week 4 (País: Cuba)- September 17th - 21st

___ Monday: Presentation on Influential Latino/a

___ Tuesday/Thursday: After reading the poems by Octavio Paz, choose one of the following:

- Write a paragraph about the poem (Include your own feelings as well as the analysis of its meaning)
- Create a painting/drawing inspired by the poem and a brief description to go with your painting
- Research contemporary Spanish speaking poets or poets from any of the 21 Spanish speaking countries – you may also include poets in the United States with roots in Spanish speaking countries

Readings

Week 1

___ Monday/Tuesday: August 27, *Avancemos 3*, by McDougal Littel, page 15

___ Thursday/Friday: August 28, *Avancemos 3*, by McDougal Littel, pages 2-4

___ Thursday/Friday: *Avancemos 3*, by McDougal Littel, pages 5-7

Week 2

___ Tuesday/Thursday: *Avancemos 3*, by McDougal Little, pages 8-11

___ Friday: *Avancemos 3*, by McDougal Littel, pages 16-19

Week 3

___ Monday: *Avancemos 3*, by McDougal Littel, pages 16-19

___ Tuesday/Thursday: *Avancemos 3*, by McDougal Little, pages 32-36

___ Friday: *Avancemos 3*, by McDougal Little, pages 37-41

___ Friday: *Avancemos 3*, by McDougal Little, pages 42-44

Week 4

___ Friday: *Avancemos 3*, by McDougal Little, pages 37-41

___ Friday: *Avancemos 3*, by McDougal Little, pages 42-44

___ Tuesday/Thursday: *Avancemos 3*, by McDougal Little, pages 48-52

___ Tuesday/Thursday: *Avancemos 3*, by McDougal Little, pages 45-47

Additional resources (Challenges and Extension)

- Weekly handout activities posted on Google Classroom (Drive)
- Weekly Duolingo activities
- PowerPoint Presentations available in Google Classroom (Drive)

Links

- Duolingo Classroom: <https://www.duolingo.com/o/kwucbu>
- Fan of flashcards? TinyCards by Duolingo: <https://tinycards.duolingo.com>
- Grammar resources: <http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/index.html>
- Google Classroom code: ygr2z0

Assessment

Week 1

____ Friday, August 31: Interactive Notebook check in (Please make sure your week's lessons are all included in the notebook)

____ Friday, August 31: Turn in self-evaluation

Week 2

____ Friday, September 7: Presentation on influential Latino/a

____ Friday, September 7: Turn in self-evaluation

Week 3

____ Friday, September 22: Verb and vocabulary quiz

____ Friday, September 22: Turn in self-evaluation

Week 4

____ Friday, September 21: Presentation

____ Friday, September 21: Test

____ Friday, September 21: Turn in self-evaluation

-Your notes-

MI CALENDARIO

AGO2018

DOM	LUN	MAR	MIE	JUE	VIE	SAB
19	20	21	22	23	24	25
26	27	28	29	30	31	
¡Bienvenidos!						

Cosas que hacer

SEP2018

DOM	LUN	MAR	MIE	JUE	VIE	SAB
						01
02	03	04	05	06	07	08
09	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Cosas que hacer
