

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 is involved in the writing process and how can I make my ideas clear?

Google Classroom

It is required that you join our Google Classroom. The code to join is **ygr2z0**. Additionally, you need to join our [DuoLingo Classroom](#) where you will find weekly activities.

Reading and Individual work

Your individual work is designed for you to learn vocabulary and grammar by yourself. When you are done with the reading, you should create a study plan that works best with your learning style. You may already know what is your learning style, but if in doubt, you can complete an [online assessment](#) to help you understand yourself better. Once you have an idea about your learning style, you can create materials during individual work tailored by you and for you. For example, if you are a visual learner, you can create a memory card game to learn the vocabulary of the unit.

Practice and Group work

During your *Group work*, you should practice the material of the class by asking each other questions in Spanish and repeating things. The teacher will provide you pair activities to complete in Spanish (for example, interviews, games, etc.) and you should document your work individually in your Interactive Notebook. Your conversation practice is being assessed weekly, both, by your self-evaluation and my evaluation. (See *Self-evaluation handout*)

What do I have to do?

This Study Guide has absolutely anything you need to know what to do. The work is divided by week, and under each day, you can find what you have to do under the headings **Reading, Individual work, and Group work**. If you still have a question, remember to ask 3 classmates before you ask your teacher (Ask 3 before the T). If you need to ask your teacher, **do not interrupt the lesson**, wait until the lesson is over.

Lessons

____ 27/28: Ser and Estar

____ 04/06: Irregular and Stem-changing verbs

____ 07/10: Our Daily Routine

____ 17/20: Reading Strategies

____ 20/24: Presentations

Lessons: Bring your interactive notebook to all lessons (No laptops during lesson)

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

___ Monday/Tuesday

- Greetings! Review Ser vs Estar

Readings

- Avancemos 3*, by McDougal Littell, page 15
- Handout provided by the teacher.

Individual work

- 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)
- Work on personalizing your Interactive Notebook. (See handout)
- Complete handout provided by teacher.

Group work

- Pair up with a classmate and create a chart or table to organize the uses of the verbs “Ser” and “Estar” and write examples for each use.
- Pair up with a classmate or two and write a dialogue or a poem together using “ser” and “estar”.

___ Thursday/Friday

- Writing activity

Readings

- Avancemos 3*, by McDougal Littell, pages 2-4
- Avancemos 3*, by McDougal Littell, pages 5-7

Individual work

- 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
- Write a list of things you like to do
- Complete Passport – Bolivia

Group work

- Complete writing activity: Profile of a classmate

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

____ Tuesday/Thursday

- Review of expectations in the classroom
- Self-reflection
- Review of Study Guide

Group work

- Pair up with a classmate or two and brainstorm together what their ideal classroom would be and how to achieve it

Individual work

- Complete survey and turn it in.

____ Friday

- Irregular and stem-changing verbs to express daily activities

Readings

- Avancemos 3*, by McDougal Little, pages 8-11
- PowerPoint Presentation available in Google Classroom

Individual work

- 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 or writing things done several times, anything that works best with your learning style.)
- Create a conjugation chart for irregular and stem-changing verbs.
- Complete handout provided by teacher.
- Passport - Chile

Group work

- Pair up with a classmate or two and choose 1 activity:
 - Create a memory card 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.
 - 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.)
- Complete pair activity of handout provided by the teacher.

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

____ Monday

- Refer to FRIDAY on the previous page

____ Tuesday/Thursday

- Review of reflexive verbs

Readings

- Avancemos 3*, by McDougal Little, pages 16-19
- PowerPoint Presentation available in Google Classroom

Individual work

- Create a plan to study the material. Remember to tailor your plan according to your learning style.
- Create a comic strip illustrating your daily routine using reflexive verbs or write a short narrative of your daily routine.
- Complete handout activity provided by the teacher.

Group work

- 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.
- Complete pair activity from handout provided by the teacher.

____ Friday

- Comparisons and vocabulary of *La comida*

Readings

- Avancemos 3*, by McDougal Little, pages 20-24
- Optional: PowerPoint Presentation available in Google Classroom (Recommended if material is not clear)

Individual work

- Create a plan to study the material. Remember to tailor your plan according to your learning style. (Flashcards, writing things down, recording yourself, create a cheat sheet, etc. Be creative!)
- Complete activity from handout provided by teacher.
- Passport - Colombia

Group work

- Pair up with a classmate and select two different restaurants you both like and compared both of them. Repeat the activity and compare other things (example: famous people, a movie theater, two different singers, etc.) Remember to document your work in your Interactive Notebook.
- Complete pair activity from handout provided by teacher.

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

____ Monday

- Refer to FRIDAY on the previous page

____ Tuesday/Thursday

- Review of the material

Readings

- Avancemos 3*, by McDougal Little, pages 25-27
- PowerPoint Presentation available in Google Classroom

Individual work

- Create a review plan effective for your learning style.
- Come to tutoring if you need help! (Monday-Tuesday 4:00-4:30 and Thursday-Friday 4:00-4:30pm)

Group work

- Pair up with a classmate and create a storyboard to review the material of the unit.
- (Groups of 3-4 students) Work on your presentation for next class. Remember, you need to use the vocabulary from the unit. Choose one of the following or submit a proposal for your own original group project:
 - Create a skit to act in class
 - Create a video/movie and show it to the class
 - Write a song and sing in for the class
 - Create a painting together inspired by one of the countries studied and write a description

____ Friday (and Monday, September 23rd)

- Presentations
- Assessment

Assessment

Week 1

- Interactive Notebook check in (Please make sure your week's lessons are all included in the notebook, review the format, warm-up, individual and group work)
- Passport-Bolivia

Week 2

- Interactive Notebook (warm-up, lesson information, individual and group work)
- Passport-Chile
- Self-evaluation

Week 3

- Interactive Notebook (warm-up, lesson information, individual and group work)
- Passport-Colombia
- Self-evaluation
- Quiz on verbs

Week 4

- Interactive Notebook (warm-up, lesson information, individual and group work)
- Passport-Cuba
- Group presentation
- Unit test
- Self-evaluation

Additional resources (Challenges and Extension)

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

Online Resources

- Google Classroom code: **ygr2z0**
- DuLingo Classroom: <https://www.duolingo.com/o/kwucbu>
- Fan of flashcards? TinyCards by DuLingo: <https://tinycards.duolingo.com>
- Grammar resources: <http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/index.html>
- Online dictionary: www.wordreference.com
- YouTube Spanish Series: Extra en español <https://www.youtube.com/watch?v=Dfb9-ZTCA-E&t=656s>
- Avancemos 3* Textbook: <https://www.winthrop.k12.ma.us/Page/470>
- Avancemos 3* Workbook: <http://www.slader.com/textbook/9780618765959-avancemos-cuaderno-practica-por-niveles-3-revised/>

-Your notes-