

Español 3

Essential Understanding

Spanish is the 3rd most spoken language in the world. There are over 400 million Spanish speakers world-wide. In United States alone, there are more than 33 million speakers, making Spanish the second largest language in the United States. But why does it feel so difficult to learn? It can certainly feel daunting when learning a language for the first time but with a little be of creativity you can make it a fun routine. Spanish requires daily practice. It is essential to be creative and have lots of initiative when studying. Just like any other skill, be patience with yourself and try to enjoy the adventure. And ask lots of questions!



If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart. – Nelson Mandela

Description

¡Bienvenidos! Spanish 3 is a continuation class that builds on previous material from Spanish 1 & 2. You will expand your knowledge on the functions of the language and become more familiar with elements of its culture. You are expected to listen, speak, read and write in Spanish using common and more complex words and sentences. Grammar is integrated throughout the course and is selected according to the language needs. You will also be able to interact to express your identity, ask for and give personal information and express preferences about activities.

Schedule is subject to change. Your teacher will notify you about any chances

Unidad 2: Los jóvenes de hoy día

Metas de la unidad:

- Puedo relacionarme con algunos jóvenes españoles para expresar en qué se parecen o no su tiempo libre al mío.
- Puedo interpretar videos, blogs y podcasts de adolescentes españoles para conocer España y saber lo que hacen los jóvenes en su tiempo libre.
- Puedo explorar, explicar y reflexionar sobre cómo los jóvenes ciudadanos interculturales de hoy ayudan a crear un mundo mejor.

Preguntas esenciales:

- ¿Cómo soy un reflejo de mis pasatiempos, mi personalidad y mis experiencias en el pasado?
- ¿En qué me parezco a un adolescente de España?
- ¿Cómo puedo crear un mundo mejor usando principios éticos?

Enfoque de la unidad (assessment):

- Vas a leer un artículo sobre la Ruta BBVA, escuchar comentarios de los rutereros y responder preguntas de comprensión.
- Vas a tener una entrevista grabada con un compañero.
- Vas a escribir un correo electrónico con preguntas sobre participar en la Ruta BBVA.

(Week 1)**November 7th - 8th**

Thursday/Friday

Learning target: I can recognize some similarities and differences between school life in Costa Rica and in my community.

Agenda

- Warm-up
- Lesson: Las actividades
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Actividad 1 & 2, p.6-7
 - Actividad 4, p.7
 - Actividad 5, Paso 1-3, p.9-10
 - Enfoque cultural, p.11 (Completa **Conexiones** en tu blog)
 - Reflexión intercultural**, p.11 on your notebook

@Home (Unidad 2: Los jóvenes de hoy)

- Actividad 3, p.7
- Actividad 6, p.11-12 (Including **¿Qué aprendiste?** And **Recuerda**)

Vocabulary words

la encuesta
 engañar
 un gráfico
 aportar
 asegurar
 compartir
 los datos
 destaca

(Week 2)**November 11th - 12th**

Monday/Tuesday (*No class on Monday)

Learning target: I can compare the list of school supplies I need with that from a student in a Latin American country.

Agenda

- Warm-up
- Lesson: Día de los muertos
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Poem

Vocabulary words

el altar
el pan de muerto
los rituales
la muerte
el renacimientos
las calaveras
las velas
el camino

(Week 2)**November 14th - 15th**

Thursday/Friday

Learning target: I can compare the list of school supplies I need with that from a student in a Latin American country.

Agenda

- Warm-up
- Lesson: Los útiles escolares
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Actividad 7, p.13-18 (Paso 1-3 and ¿Qué aprendiste?)
- Complete **Conexiones** on p.15 and p.16 on your blog

(Week 3)**November 18th - 19th**

Monday/Tuesday

Learning target: I can understand a simple written ad in Spanish.
I can create a simple promotional message in Spanish.

Agenda

- Warm-up
- Lesson: El horario escolar
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Actividad 8, p.18
- Así se dice 3, p.19-21

(Week 3) November 21st - 22nd

Thursday/Friday

Learning target: I can present information about my school day orally.

Agenda

- Warm-up
- Lesson: Mi horario
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Observa: Los usos del pretérito y del imperfecto, p.22-25 (including ¿Qué aprendiste?)

----- No class week of November 25th-29th-----

(Week 4) December 2nd-3rd

Monday/Tuesday

Learning target: I can present information about my school day orally.

Agenda

- Warm-up
- Lesson: ¿Qué hay en la escuela?
- Guided Practice
- Independent Practice
- Exit ticket
- Restore the environment

Practica independiente

- @Classroom
- Actividad 10, p.26-28 (including **Reflexión intercultural** on p.28 completed in your notebook)
- @Home (Unidad 2: Los jóvenes de hoy)
- En camino A, p.29