
WORLD LANGUAGE DEPARTMENT

SPANISH III CURRICULUM 2016

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Week	Marking Period 1	Week	Marking Period 3
1	Weather vocabulary –daily forecasts Discussions using weather vocabulary Discuss weather as related to each region Review of ser and estar and geographic landforms-presentational writing prompt	11	Explaining natural disasters from the view of the indigenous people The origin of myths and legends Difference between myth and legends Vocabulary Review on preterite tense
2	Natural disasters vocabulary Recognize and describe natural disasters, when and why they occur Past Participles	12	Myths and legends explaining medicinal powers and natural formations Analyzing the components of a good story Preterite vs Imperfect
3	Research natural disasters occurrences and graph creation Grammar: present perfect	13	Animals of the Americas Comparisons Superlatives Feelings
4	Emergency action plan Vocabulary Formal Commands	14	Legend and myth research Writing assessment – Create and illustrate your own myth or legend.
5	Action plan brochure and presentation	15	Myths and legend’s oral presentation Readers: the legend of “Yerba Mate” Bizarre foods: Ecuador (guinea pig as a delicatessen)
Week	Marking Period 2	Week	Marking Period 4
6	Types of medical conditions that can result from natural disaster. (cause-effect) Review parts of the body Object pronouns and TPR activities Direct Object Pronouns	16	Exploring Hispanic cuisine indigenous roots Recognize ingredients in authentic dishes and understand where they originate –map assessment Vocabulary Understand measurements in Spanish speaking countries
7	Environmental differences related to weather that can cause viral and bacterial illnesses Specific symptoms to medical conditions Indirect Object Pronouns Reflexives	17	Food tasting Describe how a meal tastes Recognize proper kitchen tools and how to use them-commands
8	Web Quest – Las enfermedades infecciosas de Latino América. Research/grammar practice Direct and Indirect Object Pronouns	18	Compare and contrast Hispanic vs. American cuisine Food pyramid
9	DOP’s and IOP’s practice with commands Oral Presentations Writing assessment	19	Illnesses related to diet choices What does healthy mean and staying healthy, vocabulary Healthy food choices
10	Medical treatments available. Traditional vs. Modern Herbal remedies	20	Future plans. Final exam review

Time Frame	Weeks 1-5
Topic	
Weather Patterns and Natural Disasters of the Spanish speaking world	
Essential Questions	
<ul style="list-style-type: none"> ● Can you recognize the affect that the geography has on weather patterns? ● Can you carry a conversation describing changes in weather? ● Can you describe to someone who is traveling what the weather and geography is like in that country? ● Can you identify natural disasters and when/where they occur? ● Do you know what to do in case of an emergency? ● Can you tell essential survival item in Spanish? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Weather and seasons vary according to geographical regions ● Difficulties in travel arise during different seasons due to natural disasters ● Conversation on weather is an integral part of daily conversation 	
Alignment to NJCCCS	
7.1.NH.A.1-6, 7.1.NH.B. 1-5, 7.1.NH.C. 1-5, 8.1.5.A.2-4, 8.1.P.C.1, 8.1.5.E.1	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to express geographic features and weather conditions of the Spanish speaking world. 2. Students will be able to recognize and describe natural disasters and why/when they occur. 3. Students will be able to carry a conversation about weather. 4. Students will be familiar with natural disaster preparedness procedures. 5. Students will be able to request survival items. 	
Grammar	
<ol style="list-style-type: none"> 1. Idiomatic expressions in the past and present 2. Ser y estar 3. Past Participles (as adjectives/conditions) 3. Present Perfect 4. Formal Commands 	
Culture	
<ol style="list-style-type: none"> 1. Students will be able to identify the importance of various geographical areas and their impact on the weather. 2. Students will identify cause and effect of natural disasters 3. Celsius is used to measure degrees in Spanish speaking countries 	
Technology	
<ol style="list-style-type: none"> 1. Students will research and report natural disasters occurrence in Latin America Countries for the last fifty years of history. 2. Students will create a digital graph to present research findings. 3. Students will create a digital brochure advising the general public how to prepare for an emergency situation 	
Learning Activities	
<ul style="list-style-type: none"> ● Daily weather forecast ● Newspaper clippings/videos ● Maps ● Google Maps ● Weather pattern chart ● Celsius/Fahrenheit converter 	

- Organizers
- Weather picture prompts
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Warm-up activities
- Reading activities
- Oral activities
- Web quests
- Web 2.0 tools
- Graphs
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

- Daily weather chart
- Country weather/geography presentations
- Presentational writing prompt
- Role play
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Science, Math, Performing Arts, Visual Art, Meteorology, Geology, Informational Technology

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
 Chromebooks, Google Educational tools (Classrooms, drive, docs, slides, voice), Voice thread, blog, youtube, glogster, elmo, google earth, google maps, prezi, powerpoint, mixbook, butterfile, poll everywhere, cell phones

Time Frame**Weeks 6-10****Topic**

Medical Emergencies

Essential Questions

- Can you describe symptoms accurately?
 - Can you avoid bacterial and viral illness while traveling to Latin American countries?
 - Can you express preference of medical treatment?
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- Weather patterns can result in unexpected natural disasters
 - It is important to know what to do in case of an emergency.
 - Differences in environment can foster viral and bacterial illnesses common in Latin American countries.
 - Medical treatment approaches vary according to the hosting culture.

Alignment to NJCCCS

7.1.NH.A.1-6, 7.1.NH.B. 1-5, 7.1.NH.C. 1-5, 8.1.5.A.2-4, 8.1.P.C.1, 8.1.5.E.1

Key Concepts and Skills**Communication**

1. Students will be able to report a dangerous situation in detail.
2. Students will be able to recognize and describe symptoms of discomfort.
3. Students will be able to express needs and seek help.

Grammar

1. Formal Commands
2. Conditional tense
3. Reflexive Verbs
4. Object Pronouns
5. Preterite tense

Culture

1. Students will be able to identify cultural/environmental conditions that foster dangerous bacterial and viral illnesses in Latin American Countries.
2. Students will be able to understand the influence of indigenous believes on traditional medicine
3. Students will compare/contrast medical treatment options.

Learning Activities

- Body parts pictures prompts
- Medical conditions picture prompts
- Organizers
- Interactive map/food identification activity
- Audio activities
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities
- Listening Activities

- Interactive online activities
- Cooperative learning groups

Assessments

- Illness research and Prevention Campaign Interpersonal presentation
- Brochure making
- TPR activities
- Presentational writing prompt
- Homework
- Story creation
- Google voice assessment-Oral Presentation reactions
- Presentational speaking prompt
- Natural medicine research
- Personal journal
- Online assessment activity

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Consumer Science, Health, Science, Nutrition, Math, History, Sociology,

Technology Integration

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Time Frame | **Weeks 11-15****Topic**

Myths and Legends of the Americas

Essential Questions

- Can you understand the superstitious nature of the Hispanic culture?
- Can you identify the difference between a myth and a legend?
- Can you recognize the origin of myths and legends?

- ✓ Ancient civilizations have influenced modern culture
- ✓ The importance of ancient myths and legends and how they have survived through centuries

Alignment to NJCCCS

7.1.NH.A.1-6, 7.1.NH.B. 1-5, 7.1.NH.C. 1-5, 8.1.5.A.2-4, 8.1.P.C.1, 8.1.5.E.1

Key Concepts and Skills**Communication**

1. Students will be able to explain in detail the contributions of the most influential indigenous groups.
2. Students will be able to express their opinions regarding the indigenous groups.
3. Students will be able to carry a conversation about popular beliefs of the Hispanic culture.
4. Students will be able to recognize animals native of the Americas

Grammar

1. Preterito/Imperfecto
2. Comparatives
3. Superlative

Culture

1. Students will be able to identify the legacy of indigenous accomplishments in the area of medicine.
2. Students will compare and contrast cultural beliefs found between the Latin American culture and their own.
3. Idiomatic expressions regarding feelings and personal relationships
4. Students will understand the superstitious nature of the Hispanic culture
5. The role that animals play in Latin American folklore

Learning Activities

- Timelines
- Picture Prompts
- Google maps
- Organizers
- Audio activities – authentic song interpretations
- Comprehension activities
- Conversation stations
- Dramatizations
- Bell Ringers
- Reading activities
- Oral activities
- Web quests
- Cooperative learning activities
- Info gap activities

- Listening Activities
- Interactive online activities
- Cooperative learning groups

Assessments

- Research based presentation
- Presentational writing prompt
- Homework
- Story creation
- Google voice assessment
- Presentational speaking prompt
- Personal journal
- Online assessment activity

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Geography, Science, Math, Visual Art, Archeology, History, Meteorology, Astronomy, Geology, Informational Technology

Technology Integration

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Time Frame	Weeks 16-20
Topic	
Hispanic cuisine and its health impact	
Essential Questions	
<ul style="list-style-type: none"> ● Can you recognize a variety of ingredients/authentic dishes and where they originate? ● Can you navigate your way around a kitchen and prepare a meal in Spanish? ● Can you describe how a meal tastes? ● How can healthy decisions in eating impact our lives? ● What effect do cultural products have on our health? ● What are the negative effects of an unhealthy lifestyle? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● All Hispanic food is not the same ● Measurements vary according to culture ● Recognizing proper kitchen tools and how to use them is an essential part of cooking ● The availability of cultural products can improve or impede your health. ● Poor lifestyle decisions can affect your health negatively. Meal times/Ingredients vary according to culture 	
Alignment to NJCCCS	
7.1.NH.A.1-6, 7.1.NH.B. 1-5, 7.1.NH.C. 1-5, 8.1.5.A.2-4, 8.1.P.C.1, 8.1.5.E.1	
Key Concepts and Skills	
Communication	
<ol style="list-style-type: none"> 1. Students will be able to express their opinions regarding the taste of food. 2. Students will be able to recognize and describe how to prepare a recipe 3. Students will be able to advise one another on how to maintain a healthy lifestyle 4. Students will be able to suggest cultural products to purchase and avoid. 	
Grammar	
<ol style="list-style-type: none"> 1. Formal Commands 2. Ser y estar 3. Conditional 4. Future 5. Ordinal numbers 	
Culture	
<ol style="list-style-type: none"> 1. Students will interpret authentic Spanish recipes 2. Students will recognize difference between measuring systems. 3. Students will compare/contrast meal times and preparations 4. Students will be able to identify cultural products and the affect they have on personal health. 	
Learning Activities	
<ul style="list-style-type: none"> ● Recipe ● Cooking shows in Spanish ● Manipulative-tools and utensils ● Cookbooks ● Measurement converters ● Organizers ● Food picture prompts ● Food tasting ● Food pyramid 	

- Health diary
- Interactive map/food identification activity
- Product picture prompts
- Cooperative learning activities
- Info gap activities
- Listening Activities
- Interactive online activities
- Cooperative learning groups
- Newspaper clippings/videos
- Maps
- Audio activities
- Comprehension activities
- Conversation stations
- Bell Ringers
- Reading activities
- Oral activities

Assessments

- Recipe presentation
- Listening comprehension
- Presentational writing prompts
- Homework
- Google voice assessments
- Presentational speaking prompt
- Personal journal
- Online assessment activity

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

Nutrition, Science, Consumer Science, Visual Art, Performing Arts, Physical Education, Informational Technology

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