

**Montgomery County Public Schools**  
**SPANISH 1–3 CURRICULUM OVERVIEW**

<p><b>Spanish 1A</b></p> <p><b><u>New Classes/Nuevas clases</u></b></p> <ul style="list-style-type: none"> <li>• Welcome to Spanish Class/ <i>Bienvenidos a la clase de español</i> 3 WEEKS</li> <li>• Getting Acquainted/<i>Nos conocemos</i> 3 WEEKS</li> <li>• School/<i>La escuela</i> 3 WEEKS</li> </ul> <p><b><u>Preferences/Las preferencias</u></b></p> <ul style="list-style-type: none"> <li>• Food/<i>La comida</i> 4 WEEKS</li> <li>• Pastimes/<i>Los pasatiempos</i> 4 WEEKS</li> </ul> <p><b>Spanish 1B</b></p> <p><b><u>Life at Home/La vida en mi casa</u></b></p> <ul style="list-style-type: none"> <li>• Family/<i>La familia</i> 4 WEEKS</li> <li>• House/<i>El hogar</i> 4 WEEKS</li> </ul> <p><b><u>My Vacation Plans/El plan de mis vacaciones</u></b></p> <ul style="list-style-type: none"> <li>• Clothing and Stores/<i>La ropa y las tiendas</i> 4 WEEKS</li> <li>• Travel/<i>De viaje</i> 4 WEEKS</li> </ul>	<p><b>Spanish 2A</b></p> <p><b><u>My World/Mi mundo</u></b></p> <ul style="list-style-type: none"> <li>• Who Am I?/<i>¿Quién soy yo?</i> 2 WEEKS</li> <li>• School Life/<i>La vida escolar</i> 3 WEEKS</li> <li>• Daily Routines and Chores/<i>La rutina diaria y los quehaceres</i> 3 WEEKS</li> </ul> <p><b><u>Around the Town/Por la ciudad</u></b></p> <ul style="list-style-type: none"> <li>• Shopping/<i>De compras</i> 4 WEEKS</li> <li>• Community/<i>La comunidad</i> 4 WEEKS</li> </ul> <p><b>Spanish 2B</b></p> <p><b><u>Memories and Experiences/Unos recuerdos y experiencias</u></b></p> <ul style="list-style-type: none"> <li>• When I Was Young/<i>Cuando era joven</i> 2 WEEKS</li> <li>• Natural Disasters and Emergencies/<i>Los desastres y las emergencias</i> 3 WEEKS</li> <li>• Injuries/<i>Las heridas</i> 3 WEEKS</li> </ul> <p><b><u>Going Places/Vámonos</u></b></p> <ul style="list-style-type: none"> <li>• Restaurant Experiences/<i>¡Buen provecho</i> 4 WEEKS</li> <li>• An Unforgettable Trip/<i>Un viaje inolvidable</i> 4 WEEKS</li> </ul>	<p><b>Spanish 3A</b></p> <p><b><u>My Life/Mi vida</u></b></p> <ul style="list-style-type: none"> <li>• A Typical Day/<i>Un día típico</i> 3 WEEKS</li> <li>• My Free Time/<i>Mi tiempo libre</i> 3 WEEKS</li> </ul> <p><b><u>My Leisure Time/Mi ocio</u></b></p> <ul style="list-style-type: none"> <li>• My Interests/<i>Mis intereses</i> 5 WEEKS</li> <li>• Wellness/<i>El bienestar</i> 5 WEEKS</li> </ul> <p><b>Spanish 3 B</b></p> <p><b><u>Quality of Life/La calidad de vida</u></b></p> <ul style="list-style-type: none"> <li>• Friendship/<i>La amistad</i> 4 WEEKS</li> <li>• Working and Volunteering/<i>El trabajo y el voluntariado</i> 4 WEEKS</li> </ul> <p><b><u>The World Around Me/El mundo a mi alrededor</u></b></p> <ul style="list-style-type: none"> <li>• Our Planet/<i>Nuestro planeta</i> 4 WEEKS</li> <li>• Rights and Responsibilities/<i>Derechos y responsabilidades</i> 4 WEEKS</li> </ul>
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Suggestions for Spanish 1A and 1B full year courses:

- An animal unit
- A body part unit
- Research a target culture country and/or people
- A mini unit on accepting and/or refusing invitations

# Spanish 1A

## Theme: NEW CLASSES/NUEVAS CLASES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Welcome to Spanish Class</b> <i>Bienvenidos a la clase de español</i>	1.1, 1.3 Exchange names and present basic introductions. 1.1, 1.2 Recognize and use the Spanish alphabet to spell Spanish words. 1.2 Recognize useful classroom expressions, objects, dates, and telling time. 1.2 Recognize spoken numbers. 1.3 Use numbers to exchange telephone numbers. 1.1, 1.2, 1.3 Exchange greetings and present and respond to introductory conversations. 1.2 Recognize and use basic classroom commands and questions. 1.2, 1.3 Interpret and present seasons and weather conditions.	2.1 Describe the origin of the Spanish language and where it is spoken in the world. 2.1 Recognize appropriate salutations (formal vs. informal) and gestures. 2.2 Identify the benefits of studying another language and culture.	4.1 Define the concept of a cognate and recognize cognates in context. 4.1 Compare the use of punctuation and accents in English and Spanish. 4.2 Compare the way days appear on a calendar. 4.2 Compare the way dates are expressed in the U.S. and in Spanish-speaking countries.	Basic building blocks: Accents Alphabet Numbers 0-30 Date format Classroom commands and questions <i>Hacer</i> with weather <i>Ser</i> with days of the week, dates and telling time <i>Llamarse</i> <i>Estar</i> with greetings
<b>2. Getting Acquainted</b> <i>Nos conocemos</i>	1.1 Provide and obtain information about self and others. 1.1 Engage in conversations about leisure time activities. 1.2 Interpret personal data on forms and spoken/written physical descriptions. 1.3 Present a biographical sketch including physical and personality attributes and preferred activities.	2.1 Describe ethnic and racial diversity within Spanish-speaking countries.	4.1 Compare gender/number concept in Spanish and English. 4.1, 4.2 Compare the way names, addresses, and telephone numbers are expressed in the U.S. and Spanish-speaking countries. 4.1, 4.2 Compare common gestures in the U.S. and Spanish-speaking countries. 4.2 Compare typical activities in two cultures.	Adjective agreement <i>Ser</i> with personal characteristics <i>Ser + de</i> <i>Tener</i> Formal vs. informal <i>Tú vs. Usted</i> <i>(No) Me/Te/Le gusta + infinitive</i>
<b>3. School</b> <i>La escuela</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information related to class schedules including time and period, places in the school, class preferences, school supplies, and school-related activities. 1.3 Recite and use ordinal numbers in context.	2.1 Describe a typical school day in a Spanish-speaking country. 2.2 Explain a typical school schedule from a Spanish-speaking country.	4.2 Compare school systems and course offerings in Spanish-speaking countries and the US.	–ar verbs Subject pronouns Definite/indef. articles (number/gender) Sing/plural of nouns Ordinal numbers Question formation Numbers 30-100 <i>Hay</i>

<p><b>Connections Goal 3</b></p> 	<p>3.1 Use Celsius temperature scale to talk about weather.  3.1 Describe different seasons in northern/southern hemispheres.  3.1 Use knowledge of map skills to identify and locate Spanish-speaking countries on a world map.  3.1 Use numbers to perform mathematical operations and measurements.  3.1 Use appropriate symbols to write time, weight, and height in Spanish.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Identify current or community events and holidays relating to Spanish-speaking countries.*  5.1 Locate and interpret an authentic weather map or report of a Spanish-speaking country.  5.2 Play culturally authentic games.  5.2 Listen to music, sing songs, or watch a video or television program in Spanish.  5.2 Describe evidence of Spanish language and culture in the community.  <i>*Content may or may not be theme-related.</i></p>

# Spanish 1A

## Theme: PREFERENCES/LAS PREFERENCIAS

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Food <i>La comida</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about food preferences, food groups, and eating customs.	2.1 Identify and describe eating customs of Spanish-speaking countries.	4.2 Compare eating customs in Spanish-speaking countries and in the U.S.	-er and -ir verbs <i>Gusta(n)</i> <i>Querer, preferir</i> as stem-changing verbs
2. Pastimes <i>Los pasatiempos</i>	1.1 Engage in conversations about leisure time activities in the context of weather and seasons. 1.2 Interpret basic information about leisure activities. 1.3 Present basic information about preferred activities.	2.1 Identify and discuss typical leisure time activities and entertainment in Spanish-speaking countries. 2.2 Identify and describe famous sports or entertainment personalities from Spanish-speaking countries, including their countries of origin and significant contributions.	4.1 Compare English and Spanish word order in questions. 4.1 Compare verb forms, sentence structure, and simple negation. 4.2 Compare typical teen activities of the U.S. to those of Spanish-speaking countries.	<i>Jugar</i> Adónde vas para ... Negatives Review: -Present tense -ar, -ir, -er verbs -Question formation and negation in Spanish

Connections Goal 3 	3.1 Use exchange rates and the metric system to calculate expenses in food shopping. 3.1 Prepare a traditional dish from a Spanish-speaking country. 3.2 Use the metric system to calculate quantities in food preparation.
Communities Goal 5 	5.1 Find evidence of current or community events and holidays relating to the target cultures.* 5.2 Communicate with a native speaker of Spanish about leisure time preferences. 5.2 Taste food from the Spanish-speaking countries. *Content may or may not be theme-related.

# Spanish 1B

## Theme: LIFE AT HOME/LA VIDA EN MI CASA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Family</b> <i>La familia</i>	1.1 Exchange basic information about family and pets. 1.2 Interpret spoken or written descriptions of family and pets. 1.3 Present information about family members and relationships.	2.1 Describe family traditions and traditions in a Spanish-speaking country.	4.1 Compare ways of expressing possession. 4.2 Compare family life in the U.S. and Spanish-speaking countries.	Possession with <i>de</i> Possessive adjectives Review: <i>-tener</i> and <i>tener</i> expressions <i>-Regular verbs</i> <i>-gustar</i> + infinitive <i>-Adjective agreement</i>
<b>2. House</b> <i>El hogar</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about homes, rooms, and basic furnishings. 1.3 Present the layout of a room or residence including placement of furnishings.	2.2 Describe various styles of housing in Spanish-speaking countries and what has influenced these styles.	4.2 Compare housing styles and furnishings in the U.S. and Spanish-speaking countries.	<i>Dormir</i> and <i>poder</i> as stem-changing verbs Contractions with <i>de</i> <i>Estar</i> with prepositions of location <i>estar</i> + gerund Review: <i>-Ordinal numbers</i> <i>-Regular verbs</i> <i>-hay</i> <i>-Question formation</i>

<b>Connections Goal 3</b> 	3.1 Collect, analyze, and graph data about family, pets, or the home. 3.1 Use the metric system to express height and weight.
<b>Communities Goal 5</b> 	5.1 Locate authentic sources from which to interpret information about real estate or furnishings. 5.1 Find evidence of current or community events and holidays relating to the target cultures.* 5.2 Sample authentic foods from the Spanish-speaking countries. <i>*Content may or may not be theme-related.</i>

# Spanish 1B

## Theme: MY VACATION PLANS/EL PLAN DE MIS VACACIONES

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Clothing and Stores</b> <i>La ropa y las tiendas</i>	1.1 Describe basic clothing and colors in context of weather and activities. 1.2 Interpret basic spoken or written descriptions of clothing. 1.1, 1.2, and 1.3 Exchange, interpret, and present information about typical stores and activities.	2.2 Describe traditional clothing in Spanish-speaking countries including styles, fabrics and patterns. 2.2 Identify and describe a traditional Spanish-speaking community with its typical shops, services, and places that serve its people.	4.1 Compare the uses of direct object pronoun placement and uses in English and Spanish. 4.2 Compare fashion choices in the U.S. and in Spanish-speaking countries.	Direct object pronouns Numbers 100-1000 <i>Costar</i> as a stem-chg verb <i>Ir</i> <i>ir + a + location</i> Contraction with <i>a + el</i> Review: -Possession with <i>de</i> -Possessive adjectives -Adjective agreement and placement
<b>2. Travel</b> <i>De viaje</i>	1.1 Ask and answer questions about travel plans and destination. 1.1, 1.2, and 1.3 Exchange, interpret, and present information about means of transportation in the community. 1.3 Present information about future travel plans.	2.2 Identify and describe the modes of travel and transportation in Spanish-speaking cultures such as the <i>moto</i> and subway.	4.2 Compare the use of the 12- and the 24-hour clock. 4.2 Compare currency designs and their reflection of cultural perspectives. 4.2 Compare a community layout and transportation in the U.S. and Spanish-speaking countries. 4.2 Compare means of transportation practices within Spanish-speaking countries to those within the U.S.	Near future ( <i>ir + a + infinitive</i> ) <i>Salir</i> Contractions w/ <i>a, de</i> <i>Para + infinitive</i> Review: - <i>ir + a + location</i> -Prepositions and adverbs of location -Question words and formation - <i>hacer</i>
<b>Connections Goal 3</b> 	3.1 Use decimal points and commas to express amounts of money. 3.1 Use the metric system, kilometers, to express travel distance. 3.1 Use exchange rates from Spanish-speaking countries to calculate expenses.			
<b>Communities Goal 5</b> 	5.1 Locate typical Spanish foods, restaurants, shops, and services in your community. 5.1 Find and describe examples of fashion in Spanish-speaking countries from print media or the Internet. 5.1 Find evidence of current or community events and holidays relating to Spanish-speaking countries.* 5.2 View a film or play from a Spanish-speaking country. 5.2 Visit a museum exhibit highlighting a Spanish-speaking country. *Content may or may not be theme-related.			

# Spanish 2A

## Theme: MY WORLD/MI MUNDO

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Who Am I?</b> <i>¿Quién soy yo?</i>	1.1, 1.2, 1.3 Exchange, identify, interpret, and present personal and biographical information including physical descriptions, personality characteristics, nationality, and interests.	2.2 Identify and describe physical and personality characteristics of well-known, Spanish-speaking contemporary personalities or characters from literary works.	4.2 Compare a well-known Spanish-speaking personality to a well-known personality from the U.S.	Regular and irregular adjective agreement including <i>buen, mal</i> Review: -Present tense <i>-ar, -er, -ir</i> verbs -Question words and question formation -Present tense of irregular verbs: <i>ser, tener, estar, ir</i>
<b>2. School Life</b> <i>La vida escolar</i>	1.1 Exchange information about present school classes and school-related activities. 1.1, 1.2, 1.3 Interpret and describe a daily school routine including course schedules and extracurricular activities in a Spanish-speaking country. 1.3 Present information comparing your school life to that of a student in a Spanish-speaking country.	2.1 Describe the programs of study and the mandated courses at a Spanish-speaking school. 2.1 Describe the importance of extracurricular activities and team sports.	4.1 Compare the verb structures used with “for + period of time” and the equivalent with <i>hace</i> in Spanish. 4.2 Compare the grading system in a Spanish-speaking country to that in the U.S.	Stem-changing verbs in present tense Comparative ( <i>más/que, menos/que, tan/como, tanto/como</i> ) and superlative <i>Conocer</i> and <i>saber</i> in present tense <i>Hace</i> + time expressions (in present) + <i>que</i> <i>Hay que/Se prohíbe</i> + infinitivo <i>Salir (bien/mal)</i> Review: <i>-tener que</i>
<b>3. Daily Routines and Chores</b> <i>La rutina diaria y los quehaceres</i>	1.1 Exchange information about daily routines and common household chores in present time. 1.1, 1.2 Interpret situations regarding household needs and respond with the proper chore. 1.3 Present a daily routine.	2.1 Identify typical household chores in Spanish-speaking countries.	4.1 Compare formation of possessive adjectives (long and short forms) in English and Spanish. 4.2 Compare daily routines and household chores of Spanish-speaking young people and those in the U.S.	Reflexive verbs in the present tense Long form of possessive adjectives Affirmative familiar commands Familiar commands with direct object pronouns <i>Deber/tener que/hay que</i> + infinitive <i>Poner</i>
<b>Connections Goal 3</b> 	3.1 Use technology to present information about yourself and/or your school for the Spanish-speaking community.			
<b>Communities Goal 5</b> 	5.1 Find evidence of current events, community events, and holidays relating to Spanish-speaking cultures.* 5.1 Share an aspect of the Spanish-speaking culture and/or create a product to enrich the school community. 5.2 Listen to music, sing songs, and become familiar with music representative of the Spanish-speaking cultures. *Content may or may not be theme-related.			

## Spanish 2A

### Theme: AROUND THE TOWN/POR LA CIUDAD

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Shopping</b> <i>De compras</i>	1.1, 1.3 Exchange and present information about personal preferences for style and clothing for specific events. 1.1 Request sales assistance and state preferences for purchases. 1.2 Interpret size, price, and style of clothing items from authentic sources. 1.3 Describe a past shopping experience.	2.1 Describe the concept of bargaining in Spanish-speaking cultures.	4.1 Compare the Spanish and English use of three levels of proximity ( <i>este, ese, aquel</i> ). 4.2 Compare sizing systems in the U.S. with those in Spanish-speaking countries.	Preterite of regular verbs Preterite of irregular verbs <i>yo: -car, -gar, -zar</i> Demonstrative adjectives Numbers to 1,000,000 Review: -Direct object pronouns
<b>2. Community</b> <i>La comunidad</i>	1.1 Identify types of stores and their products. 1.1 Ask or give simple directions to specified locations, including specialty stores. 1.2 Follow oral and written directions to a specified location. 1.3 Provide directions to a specified location.	2.2 Identify and describe the types of stores and markets in a Spanish-speaking country.	4.1 Compare the use of suffix <i>-eria</i> in specialty stores to the English equivalents. 4.2 Compare shopping customs in Spanish-speaking countries and the U.S.	Preterite of irregular verbs: <i>ir, ser, estar, hacer</i> Affirmative formal commands
<b>Connections Goal 3</b> 	3.1 Apply the metric system to measure distances. 3.1 Use exchange rates to convert prices. 3.1 Use map-reading skills to follow and give directions.			
<b>Communities Goal 5</b> 	5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.1 Use community resources to identify businesses that serve the Spanish-speaking community. *Content may or may not be theme-related.			

## Spanish 2B

### Theme: MEMORIES AND EXPERIENCES / *UNOS RECUERDOS Y EXPERIENCIAS*

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. When I Was Young</b> <i>Cuando era joven</i>	1.1, 1.2, 1.3 Exchange, interpret, and present past biographical information about yourself, others, and famous Spanish speakers.	2.2 Identify and describe a typical story or song that a child from a Spanish-speaking country would know.	4.1 Compare the use of the imperfect in Spanish and English. 4.1 Compare placement of the indirect object in Spanish and English. 4.2 Compare the role of pets in the U.S. with their role in a Spanish-speaking country.	Imperfect tense of regular and irregular verbs Indirect object pronouns
<b>2. Natural Disasters and Emergencies</b> <i>Los desastres y las emergencias</i>	1.1, 1.2, 1.3 Exchange, interpret and present information about past emergencies, crises, and rescues. 1.1, 1.3 Exchange information and present a description of past weather conditions.	2.1 Identify emergency polices and responses in a Spanish-speaking country. 2.2 Identify an organization in a Spanish-speaking country that one could contact in an emergency situation.	4.1 Compare the use of the different past tenses in English and in Spanish. 4.2 Compare the roles of different emergency professionals in a Spanish-speaking country with those in the U.S.	Additional expressions with <i>tener</i> Preterite of irregular verbs Imperfect with weather and descriptions Preterite for completed actions
<b>3. Injuries</b> <i>Las heridas</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about past accidents, injuries, and treatments, including conditions leading up to them.	2.1 Identify cultural perspectives on health.	4.1 Compare medical services available in a Spanish-speaking country with those in the U.S.	Reflexive verbs in the preterite tense <i>Doler</i>  Review: -Reflexive verbs
<b>Connections Goal 3</b> 	3.1 Read an authentic story/fable/legend about a natural disaster. 3.2 Use authentic resources to obtain information on famous people and/or emergency professionals in Spanish-speaking countries.			
<b>Communities Goal 5</b> 	5.1 Investigate opportunities for health professionals who speak Spanish. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* *Content may or may not be theme-related.			

## Spanish 2B

### Theme: GOING PLACES/*VÁMONOS*

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. <b>Restaurant Experiences</b> <i>¡Buen provecho!</i>	1.1, 1.2, 1.3 Exchange, interpret, and present information about foods and recipes. 1.1, 1.2 Give and receive instructions for making a recipe. 1.1, 1.2, 1.3 Comment on, inquire about, and make selections from a menu.	2.2 Describe food products and dishes typical in Spanish-speaking cultures.	4.1 Compare formation of command forms in Spanish and English. 4.2 Compare the preparation time for a typical meal/dish in a Spanish-speaking culture with that in the U.S.	Preterite of <i>-ir</i> stem-changing verbs Informal commands Uses of <i>por</i> Preterite of stem-changing verbs: <i>servir, pedir</i>
2. <b>An Unforgettable Trip</b> <i>Un viaje inolvidable</i>	1.1 Exchange information on past and future travel activities including weather. 1.2 Interpret information from travel-related documents. 1.3 Present a detailed description of past travel experiences.	2.2 Identify attractions and travel destinations in a Spanish-speaking country.	4.2 Compare preferences for travel destinations and means of transportation for Americans and people from Spanish-speaking countries.	Review: -Present, past, and near future with regular, irregular, and stem-changing verbs
<b>Connections Goal 3</b> 	3.2 Investigate Spanish-language resources to identify authentic food products and traditional dishes. 3.2 Use authentic resources to investigate vacation spots in Spanish-speaking countries.			
<b>Communities Goal 5</b> 	5.1 Find evidence of current events, community events, and holidays relating to Spanish-speaking cultures.* 5.1 Use community resources to identify restaurants and businesses that carry food representative of the Spanish-speaking cultures. 5.1 Find evidence of products typical of Spanish-speaking cultures that are available in the community. 5.2 Taste cuisine of Spanish-speaking countries. *Content may or may not be theme-related.			

# Spanish 3A

## Theme: MY LIFE/MI VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. A Typical Day</b> <i>Un día típico</i>	1.1 Exchange information about personality characteristics, daily routines, and preferences. 1.2, 1.3 Read, interpret, and present information about daily routines and preferences.	2.1 Investigate and explain routines in the lives of Spanish-speaking young people.	4.1 Compare the use of <i>gustar</i> and similar verbs to that of their English counterparts. 4.2 Compare the activities of Spanish-speaking young people to those of the U.S.	Review: -Possessive adjectives. -Present tense including stem-changing and high-frequency irregular verbs -Verbs like <i>gustar</i> . -Reflexive verbs.
<b>2. My Free Time</b> <i>Mi tiempo libre</i>	1.1 Exchange information about current and past recreational activities and sports. 1.2, 1.3 Read, interpret, and present information about current and past recreational activities and sports. 1.3 Express opinions about a recreational activity or sport.	2.1 Read and interpret information describing recreational activities and sports in the Spanish language. 2.2 Identify and describe current sporting events in the Spanish-speaking world.	4.1 Compare the uses of the past tense in Spanish and English. 4.2 Compare sports programs and recreational activities from the Spanish-speaking culture to those of the U.S.	Review: -Formation of all preterite and imperfect verbs, including irregulars -Uses of preterite and imperfect
<b>Connections Goal 3</b> 	3.1 Apply language arts strategies: describing events, cause and effect, compare and contrast, and the use of graphic organizers. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.			
<b>Communities Goal 5</b> 	5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. * <i>Content may or may not be theme-related.</i>			

# Spanish 3A

## Theme: MY LEISURE TIME/MI OCIO

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. My Interests</b> <i>Mis intereses</i>	1.1 Describe and exchange current and past information about the visual and performing arts. 1.2 Read and interpret information about the visual and performing arts from various sources. 1.3 Write and present information orally about a past visual or performing art.	2.1 Describe important people in the visual and performing arts in the Spanish-speaking world. 2.2 Identify and describe a television program or movie from the Spanish-speaking world.	4.1 Compare the uses of the past tenses in English and Spanish. 4.2 Compare a television show or a movie from a Spanish-speaking country to one in the U. S.	Verbs with different meanings in the preterite: <i>saber, conocer, querer, poder</i> <i>Ser vs. estar</i> <i>Estar</i> +past participle as adjective  Review: -Uses of preterite vs. imperfect tenses
<b>2. Wellness</b> <i>El bienestar</i>	1.1 Exchange information on healthy eating habits: menus, nutrition, and the preparation and quality of foods. 1.2. Exchange information on physical and mental health, exercise, illnesses, and remedies. 1.3 Interpret and present information about menus, nutrition, and the preparation and quality of foods. 1.4 Interpret and present information on physical and mental health, exercise, illnesses, and remedies.	2.1 Describe the use of natural remedies in Latin America. 2.2 Explain the nutritional value of a food product from a Spanish speaking country.	4.1 Compare the use of familiar versus formal commands. 4.2 Compare the use of subjunctive to the indicative. 4.3 Compare health-related practices of Spanish-speaking countries and the U. S.	Formation of subjunctive, including irregular and stem-changing verbs Uses of the subjunctive with verbs of will, need, doubt, and impersonal expressions  Review: -Direct and indirect object pronouns - <i>tú, Ud. and Uds.</i> commands

<b>Connections Goal 3</b> 	3.1 Develop a sample fitness and nutrition program. 3.1 Identify the countries of origin of the visual and performing arts studied. 3.1 Identify and explain terminology of the visual and performing arts. 3.2 Use Spanish-language media sources to acquire authentic information and opinions. 3.2 Investigate the Old and New World contributions to nutrition and fitness.
<b>Communities Goal 5</b> 	5.1 Link to websites from around the Spanish-speaking world. 5.1 Use community resources such as brochures and the <i>Hispanic Yellow Pages</i> to find information in Spanish regarding fitness and nutrition. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.1 Research major performances and art exhibitions in Spanish-speaking communities in the U.S. 5.2 Watch Spanish-language films and videos for entertainment and personal growth. 5.2 Consult various authentic sources in Spanish on specific topics of personal interest relating to fitness and nutrition. * <i>Content may or may not be theme-related.</i>

# Spanish 3B

## Theme: QUALITY OF LIFE/LA CALIDAD DE VIDA

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Friendship</b> <i>La amistad</i>	1.1 Exchange information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution. 1.2, 1.3 Interpret and present information on friendship, interpersonal relationships, personality traits, emotions, customary behavior, and conflict resolution.	2.1 Describe the social network between family and friends in Spanish-speaking communities. 2.1, 2.2 Investigate a holiday, tradition or celebration in the Spanish-speaking world and explain its importance to the culture.	4.1 Compare <i>por</i> vs. <i>para</i> . 4.1 Compare the use of the impersonal <i>se</i> in Spanish with its equivalent in English. 4.2 Compare interpersonal relationships in Spanish-speaking countries with those in the U.S.	Uses of <i>por</i> and <i>para</i> Subjunctive with verbs of emotion Reciprocal constructions Possessive pronouns Impersonal <i>se</i>  Review: -Subjunctive formation -Uses of the subjunctive -Reflexive construction
<b>2. Working and Volunteering</b> <i>El trabajo y el voluntariado</i>	1.1, 1.2 Identify, describe, interpret, and exchange information about past, present, and future jobs, both for money and as a volunteer. 1.1, 1.2 Identify, describe, interpret, and exchange information about the skills, knowledge, and personal characteristics that are important to pursue a career. 1.3 Present information about careers and professions and explain necessary education and personal qualities.	2.1 Describe volunteerism and teenage employment in Spanish-speaking countries. 2.1 Describe the perspective in Spanish-speaking cultures regarding career choices. 2.2 Identify the educational opportunities for young people pursuing different professions in Spanish-speaking countries.	4.1 Compare the use of the present perfect in English and in Spanish. 4.2 Compare teenage employment in Spanish-speaking countries to that in the U.S. 4.2 Compare the ability to pursue a career of one's choice in Spanish-speaking countries vs. in the U.S.	Present perfect Future Adverbs of frequency ( <i>alguna vez...</i> ) Double object construction and placement <i>Saber vs. Conocer</i>  Review: -Placement of single object pronouns (reflexive, d.o, i.o.) -Demonstrative adjectives

<b>Connections Goal 3</b> 	3.1 Use language arts strategies: circumlocution, using main idea and details to organize thoughts, and coping with unknown words. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.
<b>Communities Goal 5</b> 	5.1 Investigate strategies for obtaining employment and keeping up with employment trends. 5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. *Content may or may not be theme-related.

## Spanish 3B

### Theme: THE WORLD AROUND ME/*EL MUNDO A MI ALREDEDOR*

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Our Planet</b> <i>Nuestro planeta</i>	1.1, 1.3 Present information on how to protect the environment. 1.2 Interpret materials on environmental issues and events.	2.1 Explain the significance of environmental practices of Spanish-speaking countries. 2.2 Investigate a recycling program in a Spanish-speaking country.	4.1 Compare the use of relative pronouns in Spanish and English. 4.2 Compare environmental practices in the Spanish-speaking world and the U.S.	<i>Si</i> clauses, present-future Relative pronouns ( <i>que, quien, lo que</i> )  Review: -Verbs like <i>gustar</i> -Uses of subjunctive -Future
<b>2. Rights and Responsibilities</b> <i>Derechos y responsabilidades</i>	1.1, 1.3 Present facts and opinions on students' rights and responsibilities at home and at school. 1.2 Interpret materials on young people's rights and responsibilities.	2.1 Describe students' rights and responsibilities at home and at school in Spanish-speaking countries.	4.2 Compare students' rights and responsibilities in Spanish-speaking countries and the U.S.	Review: -Preterite vs. imperfect -Present subjunctive with volition, emotion, doubt, need, and impersonal expressions

<b>Connections Goal 3</b> 	3.1 Identify local, national, and/or international organizations for the protection of the environment or management of natural resources. 3.1 Locate and describe geographic features related to the Spanish-speaking countries presented. 3.2 Read a Spanish pamphlet or an interview about the rights and responsibilities of young people. 3.2 Use Spanish-language media sources to acquire authentic information and opinions.
<b>Communities Goal 5</b> 	5.1 Plan an environmental service project in the community. 5.1 Link to websites from around the Spanish-speaking world. 5.1 Find evidence of current events, community events, and holidays relating to the Spanish-speaking cultures.* 5.2 Watch Spanish-language films and videos for entertainment and personal growth. *Content may or may not be theme-related.