

**Course: Spanish 3****Grade Level: 8th Grade**

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Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
<b>September</b>	<u>Spanish 3 Unit 1</u> <u>City Life:</u> Unit 1.1 - City and Around Town  Spanish Speaking Countries Review	Activities: Daily Warm Ups City objects  Directions and getting around  Car, Metro, Bus, Traffic and other transportation vocabulary  Describing your own town/village and surroundings  Describing other countries, cultures, and people  Culture (Equatorial Guinea, Peru)  Formative: Spanish Speaking Countries Map Pre-Test  City Vocab Quiz	<u>Self-management/ Organization:</u> Create plans to prepare for summative assessments (examinations and performances)	<u>Michigan World Language Standards:</u> 2.2.N.G.a Identify countries, their capital and major cities in which the language is spoken  3.1.N.a Reinforce previously learned content knowledge through the target language
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		<b>Activities</b>		<b>Strands</b>
<b>October</b>	<p><u>Spanish 3 Unit 1</u>  <u>City Life:</u>            Unit 1.1 - City and Around Town</p> <p>Unit 1.2 - City Verb Conjugations</p> <p>Spanish Speaking Countries Review</p>	<p>Activities:            Daily Warm Ups</p> <p>Intro verb conjugation            - practice charts of -AR, -ER, and -IR verbs</p> <p>Quizlet Live and Kahoot Vocab Review Games</p> <p>Formative:            Grammar Charts of -AR, -ER, and -IR verbs</p> <p>Summative: City Plan Unit Project            City Vocabulary Final Unit Assessment</p>	<p><u>Thinking/Critical Thinking:</u>            Draw reasonable conclusions and generalizations.</p>	<p><u>Michigan World Language Standards:</u>            1.2.N.R.a Demonstrate understanding of written classroom language in the target language including directions, commands, and requests</p> <p><u>IB Criterion and Strands:</u>            Language Acquisition Assessment Criterion Phase 2</p> <p>Criterion A: Comprehending spoken and visual text            i. Show understanding of messages, main ideas and supporting details            ii. recognize basic conventions            iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</p> <p>Criterion B: Comprehending written and visual text            i. identify basic facts, main ideas and supporting details, and draw conclusions            ii. recognize basic conventions including aspects of format and style, and author’s purpose of writing            iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</p> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p>

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				<p>i. respond appropriately to spoken and/or written and/or visual text</p> <p>ii. interact in basic structured exchanges</p> <p>iii. use phrases to communicate ideas, feelings, and information in familiar situations</p> <p>iiii. communicate with a sense of audience</p> <p>Criterion D: Using language in spoken and/or written form</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize information and ideas and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
November	<u>Spanish 3 Unit 2</u> <u>Work Life:</u>	<p>Activities:</p> <p>Daily Warm Ups</p> <p>Professions</p> <p>Verbs used to describe work</p> <p>Culture (Cuba, Guatemala)</p> <p>Formative:</p>	<p><u>Reflection:</u></p> <p>Develop new skills, techniques and strategies for effective learning.</p>	<p><u>Michigan World Language Standards:</u></p> <p>2.2.N.F.d Describe and explain the significance of the products associated with an important:</p> <ul style="list-style-type: none"> <li>• civil or religious holiday or celebration</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• regional holiday or celebration AND</li> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> <p>4.2.N.a Identify basic target culture practices and compare them to one’s own</p>

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				5.2.N.c Identify careers where skills in another language or cross-cultural understanding are needed  IB Criterion and Strands
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
<b>December</b>	<u>Spanish 3 Unit 2</u> <u>Work Life:</u>	Activities: Daily Warm Ups  Pobre Ana Chapter 5  Review city vocabulary and incorporate that with newly learned jobs  Formative: Jobs/Professions Vocab. Quiz	<u>Organization Skills:</u> Plan strategies and take action to achieve personal and academic goals.	<u>Michigan World Language Standards:</u> 1.3.N.S.a Present songs, poems or stories in the target language  1.2.N.R.b Understand main idea of simple accessible written materials in the target language such as, textbook passages, age-appropriate magazine and newspaper articles/ ads, websites/internet, poetry or stories
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
<b>January</b>	<u>Spanish 3 Unit 2</u> <u>Work Life:</u>       Review Unit 1 & 2 for the	Activities: Daily Warm Ups  Pobre Ana Ch. 6  Quizlet Live and Kahoot Vocab Review Games	<u>Collaboration Skills:</u> Help others to succeed.	<u>Michigan World Language Standards:</u> 5.2.N.a Willingly use the target language within the classroom setting  <u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 2

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	Semester 1 Midterm Exam	Jobs and Professions Verb Conjugation Quiz  Summative: Semester 1 Midterm Exam  Unit Project for Jobs and Careers		<p>Criterion A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"><li>i. Show understanding of messages, main ideas and supporting details</li><li>ii. recognize basic conventions</li><li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</li></ul> <p>Criterion B: Comprehending written and visual text</p> <ul style="list-style-type: none"><li>i. identify basic facts, main ideas and supporting details, and draw conclusions</li><li>ii. recognize basic conventions including aspects of format and style, and author’s purpose of writing</li><li>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</li></ul> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"><li>i. respond appropriately to spoken and/or written and/or visual text</li><li>ii. interact in basic structured exchanges</li><li>iii. use phrases to communicate ideas, feelings, and information in familiar situations</li><li>iiii. communicate with a sense of audience</li></ul> <p>Criterion D: Using language in spoken and/or written form</p> <ul style="list-style-type: none"><li>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear</li></ul>
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				<p>pronunciation and intonation</p> <p>ii. organize information and ideas and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
February	<p><u>Spanish 3 Unit 3</u></p> <p><u>Art, Music, Media:</u></p>	<p>Activities:</p> <p>Daily Warm Ups</p> <p>Intro Spanish speaking countries dances, music, and pop culture</p> <p>Analyze different forms of media and how we interact with it.</p> <p>Formative:</p> <p>Art, Music, Media</p> <p>Vocab Quiz</p> <p>Globe Trekker Puerto Rico Video</p>	<p><u>Communication Skills:</u></p> <p>Take effective notes in class and make effective summary notes for studying.</p>	<p><u>Michigan World Language Standards:</u></p> <p>1.2.N.L.c Understand main idea of a visual media or live presentation (film/ DVD, TV shows and commercials, theatre and musical production)</p> <p>1.3.N.S.a Present songs, poems or stories in the target language</p> <p>5.2.N.b Use authentic target language print materials and electronic media to explore topics of personal interest and enjoyment</p> <p>IB Criterion and Strands</p>
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
March	<p><u>Spanish 3 Unit 3</u></p> <p><u>Art, Music, Media:</u></p>	<p>Activities:</p> <p>Daily Warm Ups</p> <p>Music from different</p>	<p><u>Self Management Skill:</u></p> <p>Practice analyzing and attributing causes for</p>	<p><u>Michigan World Language Standards:</u></p> <p>2.2.N.C.a Identify current cultural icons (arts, music, literature, film, and the creators of these products as well as</p>

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		<p>Spanish speaking cultures</p> <p>Popular dances from a variety of Spanish speaking countries</p> <p>Quizlet Live and Kahoot Vocab Review Games</p> <p>Culture (Puerto Rico, Honduras)</p> <p>Formative: Art, Music, Media Verb Conjugation Quiz</p> <p>Summative: Art, Music, Media Unit Project</p>	<p>failure and practice positive thinking.</p>	<p>natural sites) 2.2.N.C.b Identify historic culture icons (arts, music, literature, film, and the creators of these products as well as natural sites)</p> <p><u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 2</p> <p>Criterion A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"><li>i. Show understanding of messages, main ideas and supporting details</li><li>ii. recognize basic conventions</li><li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</li></ul> <p>Criterion B: Comprehending written and visual text</p> <ul style="list-style-type: none"><li>i. identify basic facts, main ideas and supporting details, and draw conclusions</li><li>ii. recognize basic conventions including aspects of format and style, and author’s purpose of writing</li><li>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</li></ul> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"><li>i. respond appropriately to spoken and/or</li></ul>
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				<p>written and/or visual text</p> <p>ii. interact in basic structured exchanges</p> <p>iii. use phrases to communicate ideas, feelings, and information in familiar situations</p> <p>iiii. communicate with a sense of audience</p> <p>Criterion D: Using language in spoken and/or written form</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize information and ideas and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
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April	<u>Spanish 3 Unit 4</u> <u>Travel and Transportation:</u>	<p>Activities:</p> <p>Daily Warm Ups</p> <p>Airport terminology - city places review</p> <p>Describing places you want to visit</p> <p>Quizlet Live and Kahoot Vocab Review Games</p> <p>Culture (Chile)</p>	<p><u>Communication Skills:</u></p> <p>Read a variety of sources for information and for pleasure.</p>	<p><u>Michigan World Language Standards:</u></p> <p>3.2.N.a Use audio, visual, and/or print materials available only in the target language to recognize that a topic or situation may be viewed differently in one’s own culture than in the target culture</p> <p>1.1.N.RW.i Inquire in writing, to obtain information in the target language about time, place, price, and size relating to restaurants, stores, transportation, and services</p>



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		Formative: Travel and Transportation Vocab. Quiz Travel and Transportation Vocab. Quiz		
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May	<u>Spanish 3 Unit 4</u> <u>Travel and Transportation:</u>	Activities: Daily Warm Ups  Cinco de Mayo Annual Cultural Awareness, Discussion and Celebration  Reviewing other countries, cultures, and people  Formative: Travel and Transportation Verb Conjugation Quiz	<u>Collaboration Skills:</u> Listen actively to other perspectives and ideas.	<u>Michigan World Language Standards:</u> 2.2.N.F.d Describe and explain the significance of the products associated with an important: <ul style="list-style-type: none"> <li>• civil or religious holiday or celebration AND</li> <li>• regional holiday or celebration AND</li> <li>• personal or family holiday or celebration within a community or culture in which the target language is spoken</li> </ul> 4.2.N.a Identify basic target culture practices and compare them to one’s own
Month	IB Unit/Topic	Assessments and Activities	ATL Skills	Curriculum Standards and IB Criterion and Strands
June	<u>Spanish 3 Unit 4</u>	Activities:	<u>Self Management</u>	<u>Michigan World Language Standards:</u>

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	<p><u>Travel and Transportation:</u></p> <p>Review Unit 3 &amp; 4 for the Semester 2 Final Exam</p>	<p>Daily Warm Ups</p> <p>Quizlet Live and Kahoot Vocab Review Games</p> <p>Summative: Semester 2 Final Exam Travel Unit Brochure Project</p>	<p><u>Skills:</u></p> <p>Set goals that challenging and realistic.</p>	<p>5.2.N.a Willingly use the target language within the classroom setting</p> <p><u>IB Criterion and Strands:</u> Language Acquisition Assessment Criterion Phase 2</p> <p>Criterion A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"><li>i. Show understanding of messages, main ideas and supporting details</li><li>ii. recognize basic conventions</li><li>iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text</li></ul> <p>Criterion B: Comprehending written and visual text</p> <ul style="list-style-type: none"><li>i. identify basic facts, main ideas and supporting details, and draw conclusions</li><li>ii. recognize basic conventions including aspects of format and style, and author’s purpose of writing</li><li>iii. engage with the written and visual text by identifying ideas , opinions, and attitudes and by making a personal response to the text</li></ul> <p>Criterion C: Communicating in response to spoken and/or written and/or visual text</p> <ul style="list-style-type: none"><li>i. respond appropriately to spoken and/or written and/or visual text</li><li>ii. interact in basic structured exchanges</li><li>iii. use phrases to communicate ideas, feelings,</li></ul>
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				<p>and information in familiar situations iii. communicate with a sense of audience</p> <p>Criterion D: Using language in spoken and/or written form</p> <p>i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation</p> <p>ii. organize information and ideas and use a range of basic cohesive devices</p> <p>iii. use language to suit the context</p>
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