

# Spanish 3H - Year at a Glance 2020-2021

|                            | RESOURCES/TOPICS COVERED  | CHAPTER OBJECTIVES  |
|----------------------------|---|---|
| Quarter 1: Aug 31 – Oct 30 | <p>Para empezar, pp 1 – 15<br/> <b>Guided workbook: pp 1 – 14 /Core workbook: pp 1 - 6</b></p> <p><b>Para empezar 1 - Tu vida diaria</b><br/> <i>Repaso:</i> daily routines; school life; leisure activities; present tense verbs; reflective verbs</p> <p><b>Para empezar 2 - Días especiales</b><br/> <i>Repaso:</i> weekend activities; celebrations; special events; verbs like <i>gustar</i>; possessive adjectives</p>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about their daily lives</li> <li>• Write about leisure and after school activities</li> </ul> <p>Para empezar 1</p> <ul style="list-style-type: none"> <li>• Talk about school and non-school daily activities</li> <li>• Describe their day before and after school</li> </ul> <p>Para empezar 2</p> <ul style="list-style-type: none"> <li>• Talk about weekend activities</li> <li>• Discuss special events, celebrations and vacations</li> </ul>   |
|                            | <p><b>Capítulo 1 - Días inolvidables pp. 16- 63</b><br/> <b>Guided workbook: pp 15 – 47/Core workbook: pp 7 - 20</b></p> <p><b>Capítulo 1A:</b><br/> <b>VOCABULARY:</b> hiking objects, activities, and perils; weather<br/> <b>GRAMMAR:</b> (<i>Repaso</i>) preterite verbs with the spelling change <i>i-y</i>; (<i>Repaso</i>) preterite of irregular verbs; (<i>Repaso</i>) preterite of verbs with the spelling change <i>e-i</i> and <i>o-u</i></p> <p><b>Capítulo 1B:</b><br/> <b>VOCABULARY:</b> getting ready for an athletic or academic competition; emotional responses to competition; awards and ceremonies<br/> <b>GRAMMAR:</b> (<i>Repaso</i>) the imperfect; uses of the imperfect</p> | <p><b>Students will be able to:</b></p> <p>Listen and read about excursions and competitions</p> <ul style="list-style-type: none"> <li>• Talk and write about nature and sports events</li> <li>• Describe a trip</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Compare a famous pilgrimage route in Spain with similar trips in your community</li> <li>• Understand the relationship between legends and nature</li> <li>• Compare cultural practices in an authentic video about an adventure park in Puerto Rico.</li> </ul> <p><b>Presentación oral:</b> Una experiencia inolvidable<br/> <b>Presentación escrita:</b> Aventuras bajo el sol</p>                               |
|                            | RESOURCES/TOPICS COVERED  | CHAPTER OBJECTIVES  |
| Quarter 2: Nov 2 – Jan 25  | <p><b>Capítulo 2 – ¿Cómo te expresas? pp. 64 – 111</b><br/> <b>Guided workbook: pp 48 – 77 /Core workbook: pp 21 - 44</b></p> <p><b>Capítulo 2A:</b><br/> <b>VOCABULARY:</b> describing art and sculpture; tools for painting; describing what influences art<br/> <b>GRAMMAR:</b> (<i>Repaso</i>) the preterite vs. the imperfect; <i>estar</i> + participle</p> <p><b>Capítulo 2B:</b><br/> <b>VOCABULARY:</b> musical instruments; describing dance; describing drama<br/> <b>GRAMMAR:</b> (<i>Repaso</i>) <i>ser</i> and <i>estar</i>; verbs with special meanings in the preterite vs. the imperfect</p>   | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and read about art and music</li> <li>• Talk and write about music and theater performances</li> <li>• Discuss and explain art school activities</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Compare how artists express their ideas</li> <li>• Understand the historical context of a famous artist</li> <li>• Understand the perspective of a person living between cultures</li> <li>• Compare cultural practices in an authentic video about Mexican Talavera pottery</li> </ul> <p><b>Presentación oral:</b> Artista del año<br/> <b>Presentación escrita:</b> El mejor candidato</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Quarter 3: Jan 26 – April 8</p>   | <p><b>Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159</b><br/> <b>Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48</b></p> <p><b>Capítulo 3A:</b><br/> <b>VOCABULARY:</b> nutrition; illnesses and pains; medicine; habits for good health<br/> <b>GRAMMAR:</b> (<i>Repaso</i>) affirmative <i>tú</i> commands; (<i>Repaso</i>) negative <i>tú</i> commands and affirmative and negative commands with <i>Ud.</i> And <i>Uds.</i></p> <p><b>Capítulo 3B:</b><br/> <b>VOCABULARY:</b> exercises; getting and staying in shape; health advice<br/> <b>GRAMMAR:</b> the subjunctive: regular verbs; the subjunctive: irregular verbs; the subjunctive with stem changing <i>-ar</i> and <i>-er</i> verbs</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and read about health advice and nutrition</li> <li>• Talk and write about healthy eating habits and exercise</li> <li>• Give advice to others about healthy lifestyles</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Compare an ancient game with a modern game</li> <li>• Understand the connection between healthy habits and lifestyle in Spanish-speaking countries</li> <li>• Demonstrate understanding of an authentic video about the nutritional benefits of fruits and vegetables</li> </ul> <p style="text-align: center;"><b>Presentación oral:</b> Una vida más sana<br/> <b>Presentación escrita:</b> Por una vida más saludable</p> |
|  | <p><b>RESOURCES/TOPICS COVERED</b></p>   | <p><b>CHAPTER OBJECTIVES</b></p>  |
|  | <p><b>Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207</b><br/> <b>Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62</b></p> <p><b>Capítulo 4A:</b><br/> <b>VOCABULARY:</b> personality traits; interpersonal behavior; friendship<br/> <b>GRAMMAR:</b> the subjunctive with verbs of emotion; the uses of <i>por</i> and <i>para</i></p> <p><b>Capítulo 4B:</b><br/> <b>VOCABULARY:</b> expressing and resolving interpersonal problems; interpersonal relationships<br/> <b>GRAMMAR:</b> commands with <i>nosotros</i>; possessive pronouns</p>  | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and read about friendship and family relationships</li> <li>• Talk and write about conflicts and solutions</li> <li>• Express opinions and emotions while discussing problems</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Compare cultural practices in an authentic video about an adventure park in Puerto Rico</li> <li>• Understand the relationship between emotions and art in the Hispanic world</li> <li>• Compare how people express and react to others’ emotions</li> </ul> <p style="text-align: center;"><b>Presentación oral:</b> Una sesión del consejo estudiantil<br/> <b>Presentación escrita:</b> Una relación</p>             |
| <p><b>Capítulo 5 – Comunidad y trabajo - pp 208-255</b><br/> <b>Guided workbook: pp 144 – 175 / Core workbook: pp 63 - 76</b></p> <p><b>Capítulo 5A:</b><br/> <b>VOCABULARY:</b> after-school work; describing a job<br/> <b>GRAMMAR:</b> the present perfect; the past perfect</p> <p><b>Capítulo 5B:</b><br/> <b>VOCABULARY:</b> volunteer activities; benefits / importance of volunteer work<br/> <b>GRAMMAR:</b> the present perfect subjunctive; demonstrative adjectives and pronouns</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen to, read about job interviews / classified ads</li> <li>• Talk and write about applying for a job</li> <li>• Exchange information about their skills, background experience / job opportunities</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Understand the influence of Hispanics in the U.S.</li> </ul> <p>Compare a Mayan folktale with myths and stories in the U.S.<br/> <b>Presentación oral:</b> La elección de la clase<br/> <b>Presentación escrita:</b> La carta para solicitar empleo</p>  |   |

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| <b>Quarter 4: April 12 – June 10</b> | <p><u>Capítulo 6 – ¿Qué nos traerá en el futuro? pp 256-303</u><br/>           Guided workbook: pp 176 – 207 /Core workbook: pp 77 - 90</p> <p><u>Capítulo 6A:</u><br/> <b>VOCABULARY:</b> jobs and professions; qualities of a good employee<br/> <b>GRAMMAR:</b> the future; the future of probability</p> <p><u>Capítulo 6B:</u><br/> <b>VOCABULARY:</b> technology; inventions; jobs in the future<br/> <b>GRAMMAR:</b> the future perfect; (<i>Repaso</i>) the use of direct and indirect object pronouns</p> | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and read about future plans and predictions</li> <li>• Talk and write about future problems and advances</li> <li>• Explain your career goals for the future</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Compare cultural practices and perspectives in an authentic video about the banker of the future</li> <li>• Understand how architects from the Hispanic world are shaping the architecture of the future</li> </ul> <p style="text-align: center;"><b>Presentación oral:</b> Mi escuela del futuro<br/> <b>Presentación escrita:</b> El futuro según el presente</p> |
|                                      | <p><u>Capítulo 8 – Encuentro entre culturas pp. 366-369 ONLY</u><br/>           Guided workbook: pp 251, 252 /Core workbook: pp 109 - 111</p> <p><u>Capítulo 8A:</u><br/> <b>GRAMMAR:</b> the conditional ONLY</p>   |   |