

Spanish 3H - Year at a Glance 2020-2021

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

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Quarter 2: Oct 19 – Dec 21	<p>Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159 Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48</p> <p>Capítulo 3A: VOCABULARY: nutrition; illnesses and pains; medicine; habits for good health GRAMMAR: (<i>Repaso</i>) affirmative tú commands; (<i>Repaso</i>) affirmative and negative commands with <i>Ud.</i> And <i>Uds.</i></p> <p>Capítulo 3B: VOCABULARY: exercises; getting and staying in shape; health advice GRAMMAR: (<i>Repaso</i>) the subjunctive: regular verbs; (<i>Repaso</i>) the subjunctive: irregular verbs; (<i>Repaso</i>) the subjunctive with stem changing -ar and -er verbs</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read about health advice and nutrition • Talk and write about healthy eating habits and exercise • Give advice to others about healthy lifestyles <p>Culture:</p> <ul style="list-style-type: none"> • Compare an ancient game with a modern game • Understand the connection between healthy habits and lifestyle in Spanish-speaking countries • Demonstrate understanding of an authentic video about the nutritional benefits of fruits and vegetables <p>Presentación oral: Una vida más sana Presentación escrita: Por una vida más saludable</p>
	<p>Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207 Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62</p> <p>Capítulo 4A: VOCABULARY: personality traits; interpersonal behavior; friendship GRAMMAR: (<i>Repaso</i>) the subjunctive with verbs of emotion; (<i>Repaso</i>) the uses of <i>por</i> and <i>para</i></p> <p>Capítulo 4B: VOCABULARY: expressing and resolving interpersonal problems; interpersonal relationships GRAMMAR: commands with <i>nosotros</i>; possessive pronouns</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read about friendship and family relationships • Talk and write about conflicts and solutions • Express opinions and emotions while discussing problems <p>Culture</p> <ul style="list-style-type: none"> • Compare cultural practices in an authentic video about an adventure park in Puerto Rico • Understand the relationship between emotions and art in the Hispanic world • Compare how people express and react to others' emotions <p>Presentación oral: Una sesión del consejo estudiantil Presentación escrita: Una relación</p>
Quarter 3: Jan 6– Mar 10	<p>Capítulo 5 – Comunidad y trabajo - pp 208-255 Guided workbook: pp 144 – 175 / Core workbook: pp 63 - 76</p> <p>Capítulo 5A: VOCABULARY: after-school work; describing a job GRAMMAR: (<i>Repaso</i>) the present perfect; (<i>Repaso</i>) the past perfect</p> <p>Capítulo 5B: VOCABULARY: volunteer activities; benefits / importance of volunteer work GRAMMAR: the present perfect subjunctive; demonstrative adjectives and pronouns</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen to, read about job interviews / classified ads • Talk and write about applying for a job • Exchange information about their skills, background experience / job opportunities <p>Culture</p> <ul style="list-style-type: none"> • Understand the influence of Hispanics in the U.S. • Compare a Mayan folktale with myths and stories in the U.S. <p>Presentación oral: La elección de la clase Presentación escrita: La carta para solicitar empleo</p>

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Quarter 4: Mar 21 – June 2	<p>Capítulo 6 – ¿Qué nos traerá en el futuro? pp 256-303 Guided workbook: pp 176 – 207 /Core workbook: pp 77 - 90</p> <p>Capítulo 6A: VOCABULARY: jobs and professions; qualities of a good employee GRAMMAR: (<i>Repaso</i>) the future; (<i>Repaso</i>) the future of probability</p> <p>Capítulo 6B: VOCABULARY: technology; inventions; jobs in the future GRAMMAR: the future perfect; (<i>Repaso</i>) the use of direct and indirect object pronouns</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Listen and read about future plans and predictions • Talk and write about future problems and advances • Explain your career goals for the future <p>Culture</p> <ul style="list-style-type: none"> • Compare cultural practices and perspectives in an authentic video about the banker of the future • Understand how architects from the Hispanic world are shaping the architecture of the future <p>Presentación oral: Mi escuela del futuro Presentación escrita: El futuro según el presente</p>
	<p>Capítulo 8 – Encuentro entre culturas pp. 366-369 ONLY Guided workbook: pp 251, 252 /Core workbook: pp 109 - 111</p> <p>Capítulo 8A: GRAMMAR: the conditional ONLY</p>	