

# Spanish 3H - Year at a Glance 2023-2024

Quarter 1: Aug 10– Oct 13	RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
	<p><b>Para empezar, pp 1 – 15</b>  <b>Guided workbook: pp 1 – 14 /Core workbook: pp 1 - 6</b></p> <p><b>Para empezar 1 - Tu vida diaria</b>  <i>Repaso:</i> daily routines; school life; leisure activities; present tense verbs; reflective verbs</p> <p><b>Para empezar 2 - Días especiales</b>  <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>  <b>Guided workbook: pp 15 – 47/Core workbook: pp 7 - 20</b></p> <p><b>Capítulo 1A:</b>  <b>VOCABULARY:</b> hiking objects, activities, and perils; weather  <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>  <b>VOCABULARY:</b> getting ready for an athletic or academic competition; emotional responses to competition; awards and ceremonies  <b>GRAMMAR:</b> (<i>Repaso</i>) the imperfect; uses of the imperfect</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Listen and read about excursions and competitions</li> <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  <b>Presentación escrita:</b> Aventuras bajo el sol</p>
	<p><b>Capítulo 2 – ¿Cómo te expresas? pp. 64 – 111</b>  <b>Guided workbook: pp 48 – 77 /Core workbook: pp 21 - 44</b></p> <p><b>Capítulo 2A:</b>  <b>VOCABULARY:</b> describing art and sculpture; tools for painting; describing what influences art  <b>GRAMMAR:</b> (<i>Repaso</i>) the preterite vs. the imperfect; <i>estar</i> + participle</p> <p><b>Capítulo 2B:</b>  <b>VOCABULARY:</b> musical instruments; describing dance; describing drama  <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  <b>Presentación escrita:</b> El mejor candidato</p>

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Quarter 2: Oct 18 – Dec 21	<p><b>Capítulo 3 – ¿Qué haces para estar en forma? pp 112- 159</b>  <b>Guided workbook: pp 78 – 113/Core workbook: pp 35 - 48</b></p> <p><b>Capítulo 3A:</b>  <b>VOCABULARY:</b> nutrition; illnesses and pains; medicine; habits for good health  <b>GRAMMAR:</b> (<i>Repaso</i>) affirmative tú commands; (<i>Repaso</i>) affirmative and negative commands with <i>Ud.</i> And <i>Uds.</i></p> <p><b>Capítulo 3B:</b>  <b>VOCABULARY:</b> exercises; getting and staying in shape; health advice  <b>GRAMMAR:</b> (<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><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><b>Presentación oral:</b> Una vida más sana  <b>Presentación escrita:</b> Por una vida más saludable</p>
	RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
Quarter 3: Jan 8 – Mar 8	<p><b>Capítulo 4 - ¿Cómo te llevas con los demás? pp. 160 - 207</b>  <b>Guided workbook: pp 114 – 143 /Core workbook: pp 49 - 62</b></p> <p><b>Capítulo 4A:</b>  <b>VOCABULARY:</b> personality traits; interpersonal behavior; friendship  <b>GRAMMAR:</b> (<i>Repaso</i>) the subjunctive with verbs of emotion; (<i>Repaso</i>) the uses of <i>por</i> and <i>para</i></p> <p><b>Capítulo 4B:</b>  <b>VOCABULARY:</b> expressing and resolving interpersonal problems; interpersonal relationships  <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><b>Presentación oral:</b> Una sesión del consejo estudiantil  <b>Presentación escrita:</b> Una relación</p>
	<p><b>Capítulo 5 – Comunidad y trabajo - pp 208-255</b>  <b>Guided workbook: pp 144 – 175 / Core workbook: pp 63 - 76</b></p> <p><b>Capítulo 5A:</b>  <b>VOCABULARY:</b> after-school work; describing a job  <b>GRAMMAR:</b> (<i>Repaso</i>) the present perfect; (<i>Repaso</i>) the past perfect</p> <p><b>Capítulo 5B:</b>  <b>VOCABULARY:</b> volunteer activities; benefits / importance of volunteer work  <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> <li>• Compare a Mayan folktale with myths and stories in the U.S.</li> </ul> <p><b>Presentación oral:</b> La elección de la clase  <b>Presentación escrita:</b> La carta para solicitar empleo</p>

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Quarter 4: Mar 19 – May 24	RESOURCES/TOPICS COVERED	CHAPTER OBJECTIVES
	<p><b>Capítulo 6 – ¿Qué nos traerá en el futuro? pp 256-303</b>  <b>Guided workbook: pp 176 – 207 /Core workbook: pp 77 - 90</b></p> <p><b>Capítulo 6A:</b>  <b>VOCABULARY:</b> jobs and professions; qualities of a good employee  <b>GRAMMAR:</b> (<i>Repaso</i>) the future; (<i>Repaso</i>) the future of probability</p> <p><b>Capítulo 6B:</b>  <b>VOCABULARY:</b> technology; inventions; jobs in the future  <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><b>Presentación oral:</b> Mi escuela del futuro  <b>Presentación escrita:</b> El futuro según el presente</p>
<p><b>Capítulo 8 – Encuentro entre culturas pp. 366-369 ONLY</b>  <b>Guided workbook: pp 251, 252 /Core workbook: pp 109 - 111</b></p> <p><b>Capítulo 8A:</b>  <b>GRAMMAR:</b> the conditional ONLY</p>		