

Marilyn Hartley

Spanish 3 PAP: SPRING Semester Syllabus, 2009

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Text: Realidades (Note: Scope and Sequence is indicated at the beginning of each chapter.)

GOALS

01: Communication

02: Cultures

03: Connections

04: Comparisons

05: Communities

Cycle 4

Scope and Sequence

01: Engage in oral exchanges to socialize

02: Interpret simple, straightforward spoken language as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations

03: Use the language at the intermediate proficiency level to demonstrate an understanding of the practices of target cultures

04: Use resources in the language being studied at the intermediate proficiency level to gain access to information

05: Use the language to demonstrate an understanding of the nature of language through comparisons of the student's own language and Spanish

- I. Grammar
 - A. Future Indicative
 - B. Future Perfect Indicative
- II. Individual Project: El horóscopo
- III. Group Project: Time capsule presentation
- IV. Reading Comprehension/Vocabulary Building/Translation Skills
 - A. Text, unit 3
 - B. Supplemental short stories
 - C. *El sol* Spanish magazine
- V. Speaking/Listening
 - A. Shoulder partner assignments
 - B. Individual presentations
 - C. *Zarabanda* video series, episodes 12-16
- VI. Writing
 - A. Related essay on unit test
 - B. Short writing assignments
 - C. Formal writing assignments (Yo en el año 2020)

Cycle 5

Scope and Sequence

01: Engage in oral exchanges to provide information

02: Interpret simple, straightforward written language

03: Demonstrate an understanding of how practices are related to the perspectives of the cultures studies

04: Use the language at the intermediate proficiency level to reinforce knowledge of other subject areas

05: Student will make comparisons between his/her own language and Spanish

- I. Grammar
 - A. Present Perfect Indicative
 - B. Pluperfect Indicative
 - C. Future Perfect Indicative
 - D. Conditional Perfect Indicative
 - E. Group Skits using perfect tense applications
- II. Reading/Writing/Translation
 - A. *El sol* Spanish magazine
 - B. Supplemental short stories, poetry
 - C. Text assignments, Unit 4
- III. Speaking/Listening
 - A. Shoulder partner presentations

- B. Individual presentations
 - C. Video series, episodes 17-21
- IV. Writing
 - A. Related essay on unit test
 - B. Short writing assignments
 - C. Formal writing assignment
- V Major Group Project: Historic Overview of Spain and Latin America

Cycle 6

Scope and Sequence

01: Engage in oral exchanges to obtain information

02: Demonstrate understanding of simple, straightforward spoken language such as instructions, directions, reports, conversations, and narrations

03: Demonstrate an understanding of how practices are related to the perspectives of the cultures studied

04: Use the language to reinforce knowledge of other subject areas

05: Student will make comparisons between his/her own language and Spanish

- I. Grammar
 - A. Present Subjunctive
 - B. Imperfect Subjunctive
 - C. Applications
- II. Reading/Writing/Translation
 - A. El sol Spanish magazine
 - B. Supplemental short stories, articles
 - C. Text assignments, Unit 5
- III. Speaking/Listening
 - A. Shoulder partner presentations
 - B. Individual presentations
 - C. Video series, episodes 22 – 25
- IV. Writing
 - A. Related essay on unit test
 - B. Short writing assignments
 - C. Formal writing assignment
- V. Major Individual Project: Folk Art of Latin America