

Grade Level: 10-12	Course Title: Spanish 3	Name of Unit: Nuevas costumbres
	Content Competencies	
Course Standards: ACFTL Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. • Interpersonal: Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. • Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Culture: Interact with cultural competence and understanding. • Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • Products to Perspectives: Learners use the language to investigate, explain, and	Communication: Students will comprehend oral and written language appropriate to the level • INTERMEDIATE RANGE: Communicate information and expresses own thoughts about familiar topics using sentences and series of sentences • Functions: Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in preset time • Contexts/Content: Creates messages in contexts relevant to oneself and others, and one's immediate environment • Text Type: Produces sentences, series of sentences, and some connected sentences • Language Control: Control of language is sufficient to be understood by audiences accustomed to language produced by language learners • Vocabulary: Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied • Cultural Awareness: Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication Comprehension: Students will write and speak in the target language appropriate to the level • INTERMEDIATE RANGE: Understands main ideas and some supporting details on familiar topics from a variety of texts. • Functions: Comprehends main ideas and identifies some supporting details. • Context/Content: Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests. • Text Type: Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. • Language Control: Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex topics. • Vocabulary: Comprehend high-frequency vocabulary related to everyday topics and high-frequency idiomatic expressions. • Cultural Awareness: Generally relies heavily on knowledge of one's own culture with increasing	

reflect on the relationship between the products and perspectives of the cultures studied. Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations. • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence. • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. Communities: Communicate and interact with cultural competence in order to participate in	knowledge of the target culture(s) to interpret texts that are heard, read, or viewed. Production: Students will speak in the target language appropriate to the level • INTERMEDIATE RANGE: Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life. • Functions: Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. • Contexts/Content: Able to communicate in contexts relevant to oneself and others, and one's immediate environment • Text Type: Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations. • Language Control: Understands straightforward language that contains mostly familiar structures. • Vocabulary: Communicates using high frequency words and personalized vocabulary with familiar themes or topics. • Cultural Awareness: Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations. <tr> <th colspan="2" data-bbox="783 889 1906 959">Transfer</th></tr> <tr> <td colspan="2" data-bbox="783 959 1906 1406"> Students will be able to (SWBAT): Perform the following functions in the target language appropriately - Recognize the importance of cultural references of the three main ancient cultures in Mexico and South American countries - Identify and use vocabulary pertaining to one's behavior influenced by one's culture - Compare the culture of different Hispanic countries to one's own culture in the United States - Identify cultural characteristics of Hispanic countries </td></tr>	Transfer		Students will be able to (SWBAT): Perform the following functions in the target language appropriately - Recognize the importance of cultural references of the three main ancient cultures in Mexico and South American countries - Identify and use vocabulary pertaining to one's behavior influenced by one's culture - Compare the culture of different Hispanic countries to one's own culture in the United States - Identify cultural characteristics of Hispanic countries	
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multilingual communities at home and around the world. ● School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. ● Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		
Possible Resources: ● VOCES online textbook ● www.wordreference.com ● www.quizlet.com ● www.conjuguemos.com	Meaning	
	UNDERSTANDINGS: <i>Students should understand that...</i> ● Recognize the consequences of one's behavior and how it could affect the ability to integrate into a new culture. ● Identify the advantages and disadvantages of integrating into a new culture. ● Recognize the importance of finding a balance between ancient and modern cultures in Hispanic countries.	ESSENTIAL QUESTIONS: ● What behaviors improve or worsen a person's ability to integrate into a new culture? ● What are the advantages and disadvantages of integrating into a new culture? ● How can a person find a balance between ancient and modern cultures?
	Acquisition of Knowledge <i>Students will know...</i> <u>Vocabulary:</u> ● Words pertaining to customs and traditions ● Words pertaining to ancient culture (3	Acquisition of Skills <i>Students will be skilled at...</i> ● Identify and use vocabulary pertaining to customs and traditions. ● Identify and use vocabulary pertaining to the 3 ancient cultures.

	ancient empires) • Words pertaining to cultural references <u>Grammar:</u> • Preterite and imperfect tenses • Future tense • Conditional tense <u>Culture:</u> • Music influence in both countries • Engage in cultural investigations in both countries • Read authentic materials about both countries	• Identify and use vocabulary pertaining to cultural references. • Recognize and conjugate verbs in the preterite and imperfect tense in the same paragraph. • Recognize verbs conjugated in the future tense. • Recognize verbs conjugated in the conditional tense. • Look at and identify important elements through pictures and first-hand accounts. • Listen to music native to Hispanic countries and engage in conversation about genre, artist, time period, and meaning. • Participate in cultural investigations.
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