

Spanish 3

UC/CSU "e" approved/NCAA approved

Grade Level: 9-12

Estimated Work Outside of Class: 1-3 hrs per week

Course Description:

Spanish 3 continues students' development toward the *Intermediate-Mid* level of proficiency (ACTFL). Students strengthen their ability to interpret, interact, and present information in meaningful, culturally rich contexts. Grammar and vocabulary are taught through communication-focused thematic units. Each unit integrates the three communication modes: **Interpretive, Interpersonal, and Presentational**.

Aligned with **ACTFL World-Readiness Standards** and **AP Spanish Language skill progressions**.

Prerequisite:

Completion of Spanish 2 or Spanish for Spanish Speakers 2 with a "C" or higher

Recommended Prerequisite Skills:

Course Grade Categories:

- Summative: 50%
- Formative: 50%

Major Assessments/Units/Topics:

Various assessments include speaking, listening, reading and writing related to each unit. Tests include composition along with a variety of question types including true/false, multiple choice, short answer, fill in the blanks.

Unit 1: ¿Cómo eres? — Las personas y la familia (Weeks 1–5)

Theme: Identity, personal relationships, and family life

Grammar & Vocabulary:

- *Ser vs. estar*
 - Descriptive adjectives and comparatives
 - Preterite vs. imperfect
 - Family and personality vocabulary
- ACTFL Can-Do Statements:**
- I can describe myself and others in detail.
 - I can compare people and relationships.

- I can narrate and describe events from the past.

Communication Tasks:

- Describe family members or friends.
- Retell a childhood memory.
- Write a brief biography using past tenses.

Culture & Connections:

- Family life in Argentina
- Legends and traditions from Latin America

Assessments / Projects:

- Written narrative (preterite vs. imperfect)
- Oral presentation “Mi historia familiar”

Unit 2: Entre amigos – Vida social (Weeks 6–10)

Theme: Friendship, emotions, and social interaction

Grammar & Vocabulary:

- Reflexive and reciprocal verbs
- *Gustar*-type verbs
- Subjunctive (wishes, emotions, recommendations)
- Expressions of obligation (*tener que, deber, hay que*)

ACTFL Can-Do Statements:

- I can express feelings, likes, and dislikes.
- I can invite and respond to invitations.
- I can give advice and express what others should do.

Communication Tasks:

- Role-play social invitations and outings.
- Discuss qualities of friendship.
- Give advice in real-life scenarios.

Culture & Connections:

- Día de Sant Jordi (Catalonia)
- Social media and friendship
- Latin music and dance
Assessments / Projects:
- Reflective journal on friendships
- Group project “Plan de actividades con tus amigos”

Unit 3: Tus cosas – La ropa y la vivienda (Weeks 11–15)

Theme: Clothing, home, and personal belongings

Grammar & Vocabulary:

- Present perfect
- Indefinite expressions
- Preterite review
- Clothing and home vocabulary
ACTFL Can-Do Statements:
- I can describe clothing and personal style.
- I can talk about recent experiences.
- I can compare homes and cultural traditions.
Communication Tasks:
- Describe outfits and style preferences.
- Discuss shopping or housing experiences.
- Present a comparison of housing in different countries.
Culture & Connections:
- Ecuadorian markets and regional clothing
- Spanish architecture and homes
Assessments / Projects:
- Written piece “Mi estilo”

- Oral presentation “La vivienda en mi cultura”

Unit 4: Vida sana – La alimentación y la salud (Weeks 16–20)

Theme: Health, nutrition, and wellness

Grammar & Vocabulary:

- Subjunctive for giving advice and expressing opinions
- Impersonal expressions (*es importante que, es necesario que*)

- Health and nutrition vocabulary

ACTFL Can-Do Statements:

- I can describe healthy habits and routines.
- I can express recommendations and opinions.
- I can discuss nutrition and lifestyle choices.

Communication Tasks:

- Give wellness advice using the subjunctive.
- Discuss daily routines that promote health.
- Write a health or fitness guide.

Culture & Connections:

- Uruguay’s health campaigns
- Healthcare in Latin America

Assessments / Projects:

- “Guía para una vida saludable” (written and oral presentation)

Unit 5: ¿Trabajas? – El trabajo y las profesiones (Weeks 21–25)

Theme: Careers, responsibility, and the world of work

Grammar & Vocabulary:

- Subjunctive (influence, emotion)
- Future and conditional tenses

- Professions and workplace vocabulary
- ACTFL Can-Do Statements:**
- I can describe professions and responsibilities.
 - I can express opinions about work and success.
 - I can discuss future goals and aspirations.

Communication Tasks:

- Conduct a mock job interview.
- Write a formal job application email or recommendation letter.
- Discuss future career plans.

Culture & Connections:

- César Chávez and labor movements
- Hispanic workers' social contributions

Assessments / Projects:

- "Carta formal de trabajo"
- Job interview simulation

Unit 6: Tus aficiones — El tiempo libre y los viajes (Weeks 26–30)

Theme: Hobbies, leisure, and travel

Grammar & Vocabulary:

- Conditional tense
- Subjunctive (emotion and uncertainty)
- Reported speech

ACTFL Can-Do Statements:

- I can discuss hobbies, entertainment, and travel.
- I can express preferences and possibilities.
- I can retell events and past experiences.

Communication Tasks:

- Plan a trip with a classmate.

- Discuss and share travel experiences.
- Present about a favorite leisure activity.
Culture & Connections:
- Cinema, sports, and festivals in the Hispanic world
Assessments / Projects:
- “Mi viaje ideal” trip project
- Oral travel presentation

Unit 7: Por el planeta — La naturaleza y el medio ambiente (Weeks 31–35)

Theme: Environment and sustainability

Grammar & Vocabulary:

- Conditional and subjunctive (*si* clauses)
- Time expressions and connectors
- Environmental and nature vocabulary
ACTFL Can-Do Statements:
- I can describe natural environments and environmental problems.
- I can express cause, effect, and solutions.
- I can advocate for protecting the planet.
Communication Tasks:
- Debate on environmental responsibility.
- Write persuasive messages for sustainability.
- Create a public awareness campaign.
Culture & Connections:
- Chile, Ecuador, and environmental traditions
- Fiesta de San Juan celebrations
Assessments / Projects:
- Campaign poster “Salvemos el planeta”

- Group presentation on conservation efforts

Unit 8: En sociedad — Historia, política y sociedad (Weeks 36–40)

Theme: Community, history, and civic life

Grammar & Vocabulary:

- Preterite and imperfect review
- Reported speech
- Expressions of opinion and persuasion
- Civic and historical vocabulary

ACTFL Can-Do Statements:

- I can describe historical and cultural events.
- I can express and defend opinions about social issues.
- I can discuss civic responsibility and leadership.

Communication Tasks:

- Debate on a current social issue.
- Analyze and present a historical leader.
- Write an opinion essay on civic responsibility.

Culture & Connections:

- Mexico and Argentina's political history
- Human rights movements in Latin America
- Art as a tool for identity and change

Assessments / Projects:

- "Líderes latinoamericanos" written and oral presentation

End-of-Year Performance Goals

- Communicate effectively about familiar, social, and cultural topics.
- Understand main ideas and key details in readings and media.

- Write and present organized messages about personal and global themes.
- Demonstrate knowledge of cultural products, practices, and perspectives.
- Reach *Intermediate-Mid* proficiency, approaching *Intermediate-High* for honors/AP bridge students.

Alignment

- **ACTFL World-Readiness Standards:** Communication, Cultures, Connections, Comparisons, Communities
- **Modes of Communication:** Interpretive, Interpersonal, Presentational
- **Proficiency Target:** Intermediate Mid

