



Manhattan Center for Science and Math High School

LOTE -SPANISH

Content/Discipline Spanish 3

<http://mcsportal.net>

SEPTEMBER

Topic and Essential Question; ***“SER BILINGUE”***

Unit/Topics

- What are the objectives of this course?
- What are the expectations of every student in this class?
- What are rules, procedures and grading policy for this class?
- What are the benefits to being able to communicate in another language?
- What is the global impact of the Spanish Language and culture?
- what ways are the other subject areas in the curriculum affected by the study of a world language?.
- What are some ways you can make connections between the target language and the other subject areas?
- How are words, phrases & sentences different and similar in English and the target language?
- How well can a person interact with a native speaker in the target language?

SWBAT/Objectives

- READING: Student will be able to obtain information from text and other printed materials provided by the teacher about pronouns and personal descriptions of others and demonstrate comprehension of the target language. They may use cognates, illustrations, and dictionaries to assist with comprehension.
- WRITING: Student will compose short informal notes, messages, and/or composition to exchange information with each other.
- LISTENING: Students will listen to comparison and differences between various grammar elements of English and the target language.
- SPEAKING: Student will be able to recognize others verbal description of themselves by using the verbs ser, estar, tener.
- Students will apply knowledge of target language in conversations with others and to the exchange of ideas.
- CULTURE
Students will demonstrate understanding cultural differences through appropriate response when describing themselves or describing activities (vacation) in both the target and the know language

Vocabulary/Key Terms

Ver “Ser” , Being Bilingual Concepts, Pronouns. Bilingualism

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, On-line Worksheets Group Projects, Posters, Skits creation.

Common Core Standards:

CCLS: CCS ELA RI 10.1

READING

1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS ELA W 10**WRITING**

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS ELA 10.4**S & L**

4. Present information, finding and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and the style appropriate to purpose, audience and task.

DIFFERENTIATED:

- Heterogeneous versus Homogeneous groupings
- Visuals Aids / Models
- Modified Instruction and Assessments
- Concept Maps
- Bodily Kinesthetic
- Gallery walks

ELLs: See above-next to each topic. In addition, ELLs receive extended time and glossaries/dictionaries during assessments.

Differentiated Instruction:

SWDS: IEP Modifications, Vocabulary, Diagrams, Sentence Starters, Graphic Organizers, Pictures, Coloring, Multiple-Choice, Pull-out assessments, Summary, Individual Explanations, Tutoring,

ELLs :

High Achievers:

SWDs:

- Extension Activities, Further Reading, and Extra Regents Questions
- Teachers can provide a list of more advance reading in our textbook.
- Teach the class, be a Buddy for a non-Spanish speaker.

Resources/Books

Descubre 1, 2, 3, and On line Resources.

Homework: Per Teacher: Lesson Driven and On-line assignments.



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OCTOBER

Topic and Essential Question; "ASI SOMOS "

Unit/Topics

How does one provide general information about oneself in Spanish?

How does a Spanish speaker discuss personality traits?

How does one describe one- self in the target language?

How does one describe others in Spanish?

SWBAT/Objectives

READING: Student will be able to obtain information from text and other printed materials provided by the teacher about pronouns and personal descriptions of others and demonstrate comprehension of the target language. They may use cognates, illustrations, and dictionaries to assist with comprehension.

WRITING: Student will compose short informal notes, messages, and/or composition to exchange information with each other.

LISTENING: Students will listen to comparison and differences between various grammar elements of English and the target language.

SPEAKING: Student will be able to recognize others verbal description of themselves by using the verbs ser, estar, tener.

Students will apply knowledge of target language in conversations with others and to the exchange of ideas.

CULTURE

Students will demonstrate understanding cultural differences through appropriate response when describing themselves or describing activities (vacation) in both the target and the know language

Vocabulary/Key Terms

Verb "Ser" Adjectives, Cognates, Personality Traits, Cultural Differences

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, On-line Worksheets Group Projects, Posters, Skits creation.

Common Core Standards:

CCLS: CCS ELA RI 10.1

READING

1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS ELA W 10

WRITING

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NOVEMBER

Topic and Essential Question; “EN EL CONSULTORIO.”

Unit/Topics

How does one determine good and bad health using Spanish?

How does one express feelings and sickness in the target language?

How does one express emotions in the Spanish?

How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

READING:

Student will be able to comprehend information, from the Internet and the text, about the health and welfare aspects of the target culture and demonstrate comprehension of detail provided. They may use prior knowledge and context clues for better comprehension.

WRITING:

Student will compose a note using the imperfect to accomplish communication with medical personnel..

LISTENING: Student will comprehend various types of speech in the target language about common medical situations.

The students will be able to appreciate the importance of understanding and learning about another culture.

SPEAKING: students will demonstrate a proficiency to communicate feelings, emotions in the foreign language.

CULTURE: students will recognize cultural patterns and tradition of the target culture believe of health and welfare.

The students will research the countries and capitals of Spanish-Speaking countries

Vocabulary/Key Terms

Feelings Vocabulary, Sickness Vocabulary, Cognates, List of related Verbs, Cultural Difference,

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, On-line Worksheets Group Projects, Posters, Skits creation.

Common Core Standards:

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High Achievers:

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DECEMBER

Topic and Essential Question; “LA VIVIENDA ”

Unit/Topics

How do Spanish speaker discusses family life?

How do U.S. and Hispanic families compare?

How are the roles and responsibilities in the Hispanic culture different from U.S?

How is childhood different in both cultures?

How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

READING: Student will be able to obtain information from the materials provided by the teacher about private & public places and demonstrate comprehension of the details explained.. They may use cognates, visual cues, and dictionaries to assistance with comprehension.

WRITING: Students will list the roles and responsibilities of family members.

LISTENING: Students will be interpret discrete information about family life from other classmates who are already immersed in the culture.

The students will be able to appreciate the importance of understanding and learning about another culture.

SPEAKING: Students will orally compare the family structure of Latin Americans and of Americans using relative pronouns and short sentences

CULTURE: Student will be able to understand the I differences and similarities of the the family and community dynamic of the target culture.

Vocabulary/Key Terms

Housing Vocabulary, Types of Housing, Adjectives, Cognates, List of related Verbs, Cultural Difference,

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

Common Core Standards:

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High Achievers:

- Paragraph or Essay Writing.
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JANUARY

Topic and Essential Question; “LA NATURALEZA ”

Unit/Topics

How does one determine people’s physical Environmental needs?

How are cities and towns different in U.S. and Hispanic countries?

How do weather patterns compare between the two cultures?

How does housing in the U.S differ from Hispanic countries?

How do I give an accurate description of housing and lodging?

How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

READING: Student will use provided vocabulary and text notes to obtain information about physical environment and leisure and demonstrate comprehension of the ideas and details provided. They may use dictionaries, partners recognition of cognates, to aid their comprehension.

WRITING: Describe the geography area of all the Spanish speaking countries by form of article writing.

LISTENING: Students will distinguish different types of physical environment after listening various flash cards descriptions.

The students will be able to appreciate the importance of understanding and learning about another culture.

SPEAKING: Students will apply knowledge of the target language to start conversations and generate ideas about nature using the subjunctive with emotions

CULTURE: Student will explore the new opportunity for physical activities and entertainment that the new culture physical environment has to offers.

Discuss the different meanings of physical features in U.S. and Hispanic countries

Vocabulary/Key Terms

Nature Vocabulary, Adjectives to describe nature, Cognates, List of related Verbs, Cultural Differences,

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

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