Teacher: McCabe Course: Spanish III

Timeline	HSCE's/GLCE's	Content	Essential Skills	Content	Assessments:	Resources
	and	What topic(s) is being covered?	What do students have to be able to do	Vocabulary	What evidence (products	What materials, texts,
	CCSS	What do students need to know?	to connect the content to the skills?		and/or performances is collected to establish that	videos, internet, or software support
					the content and skills have been learned?	instruction?
	1.1.M.SL.a	*Home, school; sports and		*Home, school;	*Vocabulary	*Packets and
	1.1.M.SL.b	daily routine; vacations;	*Students will be able to	sports and daily	Quiz	handouts
	1.1.N.SL.f	shopping and celebrations;	discuss all the unit	routine; vacations;	Quiz	derived from
	1.1.M.SL.g	city and country; hotels	vocabulary within	shopping and	*Unit Test	Asi Se Dice 3.
Review	1.1.M.SL.i	and restaurants	meaningful contexts	celebrations; city		Tist Se Bice 3.
110 / 10 //	1.1.N.RW.b	Vocabulary.	(both in written and	and country; hotels		
	1.1.M.RW.f		verbal forms).	and restaurants		*Study guide
(3-5	1.2.M.L.b	*Various cities and		Vocabulary.		for test
Weeks)	1.2.M.R.a	cultures in Spanish-	*Students will be able to	Grammar:		
	2.1.M.F.a	speaking world.	identify Spanish-	-present tense of		*Vocabulary
	2.1.M.F.c		speaking cities and their	regular and		lists/handouts
	2.2.M.F.a	*Grammar:	cultures.	irregular verbs		
	3.1.M.a	-present tense of regular		-Verbs: ir, dar, estar		*Guided notes
	3.2.M.a	and irregular verbs	*Students will review	-Preterite and		
	4.1.N.c	-Verbs: ir, dar, estar	and be able to use the	imperfect of regular		*Personal
	4.2.M.a	-Preterite and imperfect of	unit's grammatical forms	verbs		handouts for
	5.2.N.a	regular verbs	along with the	-Verbs: interestar,		warm-ups &
	5.2.N.b	-Verbs: interestar, aburrir,	vocabulary.	aburrir, gustar		notes.
	5.2.N.c	gustar		-Indirect & Direct		
		-Indirect & Direct object		object pronouns		
		pronouns		-Double object		
		-Double object pronouns		pronouns		
		-Present perfect tense		-Present perfect		
		-Regular and irregular		tense		
		participles		-Regular and		
				irregular participles		

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	CCSS				collected to establish that the content and skills have been learned?	software support instruction?
	1.1.A.SL.a		*Students will be able	*Kitchen and	*Vocabulary Quiz	*Packets and
	1.1.M.SL.j	*Kitchen and cooking	to talk about foods and	cooking		handouts
	1.1.M.RW.j	vocabulary.	food preparation in the	vocabulary	*Unit Test	derived from
	1.2.M.L.a		TL.			Asi Se Dice 2
Unit 1	1.2.M.R.a	*Various foods and recipes		*Metric System		and 3.
	1.2.M.R.b	in the TL.	*Students will be able to			
(Ch. 1)	1.3.M.S.a		write down, give	*Good nutrition		*Study guide
	1.3.M.W.a	*Discuss the Metric	direction and discuss	vocabulary		for test
Kitchen	2.1.M.F.c	System and Good nutrition.	recipes in the TL.			
&	2.2.M.F.a			*Subjunctive;		*Vocabulary
Cooking	2.2.M.E.b	*The subjunctive verb	*Students will use the	formal		lists/handouts
	3.1.M.a	form.	subjunctive verb forms,	commands;		
(2-4	4.1.N.d		formal commands,	negative informal		*Guided notes
weeks)	4.2.M.a	*Formal commands	negative informal	commands		
	5.2.N.a		commands while	[grammar]		*Personal
	5.2.M.b	*Negative informal	utilizing kitchen and			handouts for
		commands	cooking vocabulary.			warm-ups &
						notes.
			*Students will be able to			
			identify the metric			
			system and points of			
			good nutrition.			

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	1.1.A.SL.a	*Parts of the body	*Students will be able	*Body Parts	*Vocabulary Quiz	*Packets and
	1.1.M.SL.j		to identify more body			handouts
Unit 2	1.1.M.RW.j	*Exercise and physical	parts (then previously	*Exercise and	*Unit Test	derived from
	1.2.A.L.a	activity	mastered).	physical activity		Asi Se Dice 2
(Ch. 2)	1.2.M.L.a					and 3.
	1.2.M.R.a	*Minor medical problems	*Students will be able to	*Minor medical		
	1.2.M.R.b		discuss exercising and	problems.		*Study guide
Body	1.3.M.S.a	*The emergency room	physical fitness.			for test
Parts;	2.1.M.F.c			*The emergency		
Exercise	2.2.M.F.a	*Emergency rooms in the	*If an accident were to	room.		*Vocabulary
Emerge	2.2.M.E.b	Spanish-speaking world.	occur, students will be	. ~		lists/handouts
ncy	3.1.M.a		able to describe the	*Grammar:		
Room	4.1.N.d	*Physical activity and good	accident and any injuring	subjunctive and		*Guided notes
	4.2.M.a	health.	them or other participants	comparisons.		
	5.2.N.a		may have in the			*Personal
(3-4	5.2.M.b	*Doctors Without Borders	Emergency Room (in the			handouts for
Weeks)			TL).			warm-ups &
		*Grammar: subjunctive				notes.
		with impersonal	*Learn and use more			
		expressions; stem-changing	forms of the Spanish			
		verbs.	subjunctive.			
		*Grammar: Comparing	*Students will learn how			
		similar items.	to compare similar items in the TL.			

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	1.1.M.SL.a	*Wedding, Baptism,	*Students will be able to	*Wedding,	*Vocabulary Quiz	*Packets and
	1.1.M.SL.e	Birthday, and Funeral	talk about various	Baptism,		handouts
	1.1.A.SL.g	Vocabulary.	passages of life:	Birthday, and	*Unit Test	derived from
Unit 3	1.1.M.SL.i		weddings, baptisms,	Funeral		Asi Se Dice 3.
	1.1.M.RW.c	*Various cities in the	birthdays, and funerals.	Vocabulary.	*Group	
(Ch. 3)	1.1.M.RW.h	Spanish-speaking world.			Presentation:	*Rubric for
	1.2.M.L.a		*Students will read,	*Subjunctive: to	Research certain	Group
Special	1.2.M.L.b	*Quinceañeras	analyze, and discuss a	express wishes	life passage event	Presentation
Events	1.3.M.S.c		poem by the Peruvian	and emotions	in a Spanish-	
and	2.1.M.H.c	*Read and analyze a	writer Abraham		speaking country	*Study guide
Occasio	2.1.M.F.e	literary excerpt by a	Valdelomar.	*Possessive	and create a	for test
ns	2.2.M.F.d	Hispanic writer.		pronouns	PowerPoint	
	3.1M.a		*Students will be able to		presentation to	*Vocabulary
(2-4	3.2.M.a	*Subjunctive: to express	use the subjunctive verb		show class.	lists/handouts
weeks)	4.1.M.b	wishes and emotions	form to express wishes			
	4.2 M.a		and emotions; related to			*Guided notes
	4.2.M.b	*Possessive pronouns	life passage events.			
	5.2.N.b		*6. 1			*Personal
	5.2.A.a		*Students will learn and			handouts for
			identify the importance			warm-ups &
			of Quinceañeras and			notes.
			customs in the Spanish-			* 0:
			speaking world.			* Quinceañeras
						DVD

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	and CCSS	What topic(s) is being covered? What do students need to know?	What do students have to be able to do to connect the content to the skills?	Vocabulary	What evidence (products and/or performances is	What materials, texts, videos, internet, or
	CCSS				collected to establish that the	software support
					content and skills have been learned?	instruction?
	1.1.A.SL.a	*Hair salon, washing	*Students will be able to	*Hair salon,	*Vocabulary Quiz	*Packets and
	1.1.M.SL.f	clothes, mailings letters	discuss errands in the TL.	washing clothes,		handouts
	1.1.M.SL.g	and packages, and bank		mailings letters	*Unit Test	derived from
Unit 4	1.1.M.SL.h	vocabulary.	*Students will be able to	and packages, and		Asi Se Dice 3.
	1.1.M.RW.b		discuss preparing for a	bank vocabulary.	*Hypothetical trip	
(Ch. 4)	1.1.M.RW.g	*European currency	trip in Spain in the TL;		brochure project	*Rubric for
	1.2.M.L.a		also using the conditional		-Research a	Trip Brochure
Running	1.3.M.W.a	*Hair salons, Laundromats,	and future verb tenses.	*European	Hispanic	Project
errands	2.1.M.H.c	and banks in Spanish-		currency	country/city one	
	2.1.M.F.c	speaking countries.	*Students will read and		wants to visit;	*Study guide
	2.1.N.E.b		analyze a short story	*Grammar:	explain what one	for test
	2.2.M.F.a	*Various tourist sites in	from Argentina.	-Subjunctive:	will do using unit	
	2.2.N.E.b	Spanish-speaking		expressions of	vocabulary and	*Vocabulary
	3.1.M.a	countries.	*Students will learn and	doubt & adverbial	grammar; present to	lists/handouts
	4.1.M.c		use the new subjunctive	clauses	class.	
	4.2.M.b	*Subjunctive: expressions	and pluperfect verb			*Guided notes
	5.2.M.a	of doubt & adverbial	forms within both written	-Pluperfect verb		
		clauses	and verbal forms.	tense		*Personal
						handouts for
		*Pluperfect verb tense		-Conditional and		warm-ups &
				future verb tense		notes.
		*Conditional and future				
		verb tense				

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	1.1.M.SL.b	*Courtesies and manners	*Students will be able to	*Courtesies and	*Vocabulary Quiz	*Packets and
	1.1.M.SL.e	vocabulary.	discuss manners and	manners		handouts
	1.1.M.SL.j		courtesies in the Spanish-	vocabulary	*Unit Test	derived from
	1.1.M.RW.b	*Typical greetings in both	speaking world.			Asi Se Dice 3.
Unit 5	1.1.M.RW.g	Spanish-speaking countries		*Grammar		
	1.1.M.RW.j	and among Spanish	*Students will be able to	-Imperfect		*Study guide
(Ch 5)	1.2.A.R.a 2.1.M.E.c	speakers.	compare and contrast manners and courtesies	subjunctive		for test
Courtesi	3.1.M.a	*Traditional customs in	between the U.S. and	-Subjunctive		*Vocabulary
es and	3.2.M.a	Spanish-Speaking	Spanish-speaking	versus the		lists/handouts
Manners	4.1.M.c	countries.	countries.	infinitive		
	4.2.M.a					*Guided notes
	5.2.N.a	*Compare manners and	*Students will learn how	-Suffixes		
(2-4	5.2.M.a	courtesies of the U.S. with	to use the imperfect			*Personal
weeks)		Spanish-speaking countries	subjunctive in both			handouts for
		[culture comparison]	written and verbal			warm-ups &
			contexts.			notes.
		*Imperfect subjunctive				
			*Students will identify			
		*Subjunctive versus the	the difference between			
		infinitive	the subjunctive and the			
			infinitive.			
		*Suffixes				
			*Students will identify			
			and use suffixes.			

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	1.1.M.SL.b	*Air, train, and car travel	*Students will be able	*Air, train, and	*Vocabulary Quiz	*Packets and
	1.1.M.RW.b		discuss several modes of	car travel		handouts
	1.2.M.L.b	*Car rental in Spanish-	transportation in the TL.		*Unit/Chapter Test	derived from
Unit 6	1.2.M.R.b	speaking countries		*Car rental in		Asi Se Dice 3.
	1.3.M.S.c		*Students will be able to	Spanish-speaking	*Rewrite their own	
(Ch. 6)	2.1.M.F.d	*Airports and Train	discuss a trip to Bolivia.	countries	version	*Rubric for
	2.2.M.G.b	stations is various Spanish-			(perspective) of the	original version
Air,	2.2.M.G.c	speaking cities.	*Students will read,	*Grammar	story they read and	of story.
Train,	2.2.M.F.a		analyze and discuss a	-Subjunctive with	present to class.	
and Car	3.1.M.a	*Short story by the Spanish	short story by Spanish	conjunctions of		*Study guide
Travel	3.2.M.a	author Emilia Pardo Bazán	author Emilia Pardo	time		for test
	4.1.M.c.		Bazán.			
(2-4	5.2.N.a	*Subjunctive with		-Subjunctive to		*Vocabulary
weeks)	5.2.M.a	conjunctions of time	*Students will be able to	express		lists/handouts
	5.2.M.b		identify and use irregular	commands and		
		*Subjunctive to express	nouns, the subjunctive	advice		*Guided notes
		commands and advice	verb form with			
			conjugations of time,	-Irregular nouns		*Personal
		*Irregular nouns	commands and advice			handouts for
			both in written and oral			warm-ups &
			forms			notes.

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	1.1.M.SL.b	*Art and Literature	*Students will be able to	*Art and	*Vocabulary Quiz	*Packets and
	1.1.M.RW.b	vocabulary	discuss Hispanic fine art	Literature		handouts
	1.2.M.L.b		and literature in the TL.	vocabulary	*Unit/Chapter Test	derived from
	1.2.M.R.b	*Famous Hispanic literary				Asi Se Dice 3.
Unit 7	1.3.M.S.c	and art works.	*Students will be able to	*Famous	*Write a poem in	
	2.1.M.F.d		identify and describe a	Hispanic literary	the TL. Present to	*Rubric for
(Ch. 7)	2.2.M.C.a	*Present Perfect verb form	mural by Mexican Artist	and art works.	class.	original poem.
	2.2.M.C.b		Diego Rivera.			
Art &	2.2.M.G.b	*Pluperfect verb form		*Grammar:		*Study guide
Literatur	2.2.M.G.c		*Students will learn how			for test
e	2.2.M.F.a	*Si (IF) clauses	to read and analyze a	-Present Perfect		
	2.2.M.F.c		sonnet (poem), and other	verb form		*Vocabulary
(2-4	3.1.M.a	*Adverbs ending in	poems in the TL.			lists/handouts
weeks)	3.2.M.a	"-mente"		-Pluperfect verb		
	4.1.M.c.		*Students will identify	form		*Guided notes
	5.2.N.a		and learn how to use all			
	5.2.M.a		of the new grammatical	-Si (IF) clauses		*Personal
	5.2.M.b		forms introduced in this			handouts for
			unit; both verbally and in	-Adverbs ending		warm-ups &
			written form.	in "-mente"		notes.

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	and	What topic(s) is being covered? What do students need to know?	What do students have to be able to do to connect the content to the skills?	Vocabulary	What evidence (products and/or performances is	What materials, texts, videos, internet, or
	CCSS				collected to establish that the	software support
					content and skills have been learned?	instruction?
	1.1.M.SL.b	*History of Latinos in the	*Students will be able to	*Vocabulary	*Vocabulary Quiz	*Packets and
	1.1.M.RW.b	U.S.	discuss the history of	pertaining to		handouts
	1.2.M.L.b		Latinos in the U.S. in the	history of	*Unit/Chapter Test	derived from
	1.2.M.R.b	*Spanish-speakers,	TL.	Latinos; present		Asi Se Dice 3.
Unit 8	1.3.A.W.c	television, and the press in		day Latinos.	*Famous American	
	1.3.M.S.c	the U.S. today.	*Students will learn and		Latino Research	*Rubric for
(Ch. 8)	2.1.M.F.d		be able to discuss the	*Poetry	Project. Research a	mini-research
	2.1.M.F.e	*Various Hispanic festivals	Latino experience within	vocabulary	famous Latino/a	project.
Past and	2.1.M.H.c	celebrated within the U.S.	the U.S. [past and		and their lives;	
Present	2.2.M.G.b		present]	*Grammar	write a research	*Study guide
Latinos	2.2.M.G.c	*Puerto Rican Poetry			paper with correct	for test
in the	2.2.M.F.a		*Students will read,	-Subjunctive verb	citation and	
U.S.	3.1.M.a	*Subjunctive verb forms	analyze and discuss a	forms with:	bibliography.	*Vocabulary
	3.2.M.a	with: "aunque" "-quiera"	poem by Puerto Rican	"aunque"		lists/handouts
(2-4	4.1.M.c.		Poet Julia de Burgos.	"-quiera"		
weeks)	5.2.N.a	*Definite and indefinite				*Guided notes
	5.2.M.a	articles (when and how to	*Students will	-Definite and		
	5.2.M.b	use)	understand and be able to	indefinite articles		*Personal
			use the new grammatical			handouts for
		*Apocopated [shortened]	forms presented in this	-Shortened		warm-ups &
		adjectives	unit; both in written and	adjectives		notes.
			verbal forms.			

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	CCSS	what do students need to know:	to connect the content to the skins:		collected to establish that the content and skills have been learned?	software support instruction?
	1.1.M.SL.b	*Food, preparation, and	*Students will identify	*Food,	*Vocabulary Quiz	*Packets and
	1.1.M.RW.b	food history vocabulary.	foods, food preparation	preparation, and		handouts
	1.2.M.L.b		techniques, and history of	food history	*Unit/Chapter Test	derived from
Unit 9	1.2.M.R.b	*Various foods and	specific foods.	vocabulary.		Asi Se Dice 3.
	1.3.A.W.c	products [economy] of			**Mini-Food	
(Ch. 9)	1.3.M.S.c	Spanish-speaking	*Students will learn	*Grammar	Research Project:	*Rubric for
	2.1.M.F.d	countries.	about and be able to	-Passive voice	Choose one type of	research
Food	2.1.M.E.b		identify different		food and research	project.
Preparat	2.2.M.E.b	*History of the potato,	products of Spanish-	-Relative	its history and	
ion &	2.2.M.F.a	tomato, and spices.	speaking countries.	pronouns	present to class in	*Study guide
History	2.2.M.G.b				the TL [using unit's	for test
of	2.2.M.G.c	*Chilean Poem	*Students will read,	-Expressions of	grammatical verb	
Food	2.2.M.F.a		analyze, and discuss a	time with "hace"	forms].	*Vocabulary
	3.1.M.a	*Passive voice	poem by Chilean poet	and "hacía"		lists/handouts
(2-4	3.2.M.a	1475 A	Pablo Neruda.			**C . 1 . 1
weeks)	4.1.M.c.	*Relative pronouns	#G. 1			*Guided notes
	5.2.N.a	***	*Students will use the			*D 1
	5.2.M.a	*Expressions of time with	grammatical forms of			*Personal
	5.2.M.b	"hace" and "hacía"	this unit in both			handouts for
			grammatical and verbal			warm-ups &
			forms.			notes.
			*Students will express			
			time in two different			
			forms of past tense.			

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	CCSS	What do students need to know?	to connect the content to the skills?		and/or performances is collected to establish that the content and skills have been learned?	videos, internet, or software support instruction?
	1.1.M.SL.b	*Career vocabulary	*Students will learn	*Career	*Vocabulary Quiz	*Packets and
	1.1.M.RW.b		about various different	vocabulary		handouts
	1.2.A.L.a	*Job applications and	types of careers which		*Unit/Chapter Test	derived from
Unit 10	1.2.A.L.b	interviews vocabulary.	require second	*Job applications		Asi Se Dice 3.
	1.2.M.L.b		languages.	and interviews	*Interview	
(Ch. 10)	1.2.M.R.b	*Second languages and		vocabulary.	Presentation:	*Rubric,
	1.3.A.S.a	their importance in the job	*Students will be able to		Students will fill	application, and
Careers/	1.3.M.S.c	market today.	fill out job applications	Grammar:	out applications in	interview
Second	2.1.M.E.a		both in English and the		the TL and have an	questions for
Langaug	2.1.M.E.b	*Short Colombian Story	TL.	-Por and Para	individual interview	Interview
es in the	2.1.M.F.d				with the teacher; in	Presentation
Job	2.2.M.G.b	*Various Hispanic cities	*Students will be able	-Subjunctive with	front of class.	
Market	2.2.M.G.c	and their influences.	learn about the etiquette	verb forms with		*Study guide
Today	2.2.M.F.a		and preparing for	relative clauses.		for test
	3.1.M.a	*Por and Para [grammar]	interviews in both			
(2-4	3.2.M.a		English and the TL.			*Vocabulary
weeks)	4.1.A.a	*Subjunctive with verb				lists/handouts
	4.1.A.c	forms with relative clauses.	*Students will read,			
	4.1.M.c.		analyze, and discuss a			*Guided notes
	5.2.N.a		short story by Colombian			
	5.2.M.a		novelist Gabriel García			*Personal
	5.2.M.b		Márquez.			handouts for
	5.2.A.a					warm-ups &
			*Students will begin to			notes.
			identify the			
			circumstances when to			
			use "por" or "para."			
			*Students will be able to			
			use the subjunctive with			
			relative clauses in written			
Revised 9/1	2/11		and verbal forms.			