



POMPANO BEACH
HIGH SCHOOL
Home of the Golden Tornadoes

SPANISH 3

COURSE SYLLABUS

INSTRUCTOR : SR. LUIS E. PICO BEAUCHAMP

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ROOM : Portable 4

COURSE DESCRIPTION

The course is design to reinforce and increase the skills acquired in Spanish 2. The course is also intended to increase reading, writing, speaking and listening skills as well as cultural awareness Specific content to be covered includes vocabulary and grammar. Proficiency in oral, reading writing and listening communication is primary objective. This course continues the cultural survey of Spanish as a second language .

STANDARDS

Communication: Student engages in conversation, expresses feelings and emotions, exchanges opinions, understands written and spoken language on a variety of topics and presents information, concepts and ideas on a variety of topics to an audience.

Culture: Student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices.

Connections: Student reinforces and furthers knowledge of other disciplines through foreign language and acquires information and perspectives that are available only through the foreign language and within the target culture.

Comparisons: Student recognizes that languages have different patterns of communication and that cultures have different patterns of interaction and apply this knowledge to his or her own culture.

Experiences: Student uses language within and beyond the school setting.

REQUIRED CLASS MATERIALS :

- *Text and workbook ESPANOL Santillana 3.*
- *Composition Paper*
- *Notebook , pencils, pens .*
- *Dictionary , English -Spanish / Spanish English .*

CLASSROOM BEHAVIOR

Students are expected to adhere to the Broward County Schools Code of Conduct, as well as the rules and procedures established in our classroom.

CLASS RULES

- *Upon arriving go to your seat, be prepared with the required materials and immediately begin with the start- up activities.*
- *There is no conversation during the Lecturing Period.*
- *Remain seated unless excused by the instructor.*
- *Students are expected to participate in class, it is part of your grade.*
- *Students are not allowed to go outside the classroom 10 min after the class starts or 10 minutes before the class ends.*
- *Please refrain from personal grooming in the classroom.*
- *Students must adhere to the dress code as outlined in the Code of Student Conduct.*
- *Tardy students must provide a tardy pass upon entering the classroom.*

CONSEQUENCES

First offense - Warning

Second offense – Parent Contact

Third offense – Detention, referral to the Office.

CHEATING

Be advised that cheating is not acceptable in any shape, way or form. The consequence of a student that cheats are

- *0% of the assignment as the cheated work grade.*
- *Parent / Teacher conference*
- *Referral to the administration.*

ATTENDANCE

Coming to class on time every day is required. Participation requires your presence, and it is part of your grade. If you are absent for any class session, it is your responsibility to ensure it is excused as soon as possible. Only make up work turned in within the 2 school days after the student returns will be accepted.

EVALUATION AND GRADE

Evaluation will be conducted by the following assessments; quizzes, class work, homework, tests, projects, class participation, group work , other.

Class grade will be following the criteria in the next categories :

TESTS 50%

CLASSWORK 20%

PROJECTS 15%

READING ACTIVITIES 10%

SPEAKING ACTIVITIES 5%

SBBC Uses the standard curve system

A = 100% to 90% B+ = 89% to 87%

B = 86% to 80% C+ = 79% to 77%

C = 76% to 70% D+ = 69% to 67%

D = 66% to 60% F = 59% to 0%

PRENTAL NOTIFICATION

Parent / Teacher notification is essential to academic success. If at any time a parent has any question or concern about her/his child's performance in class, please feel free to contact me using the contact information provided at the beginning of this course syllabus. No child will fail this course without the parent or guardian notification in advance, to provide time and opportunity to improve the academic performance. All grades are available in Pinnacle. To access Pinnacle go to www.pompanobeachhigh.com , click on Pinnacle and follow the instructions.

Pompano Beach High School
World Languages: Spanish III
Pacing Guide 2016 – 2017

Quarter 1: August 22 - October 20	
Objectives	Major Concepts
<p>Preliminary Unit: Un paso más To talk about current actions and situations.</p> <ul style="list-style-type: none"> • To describe routines. • To talk about past actions. • To tell someone to do something. • To ask and answer questions appropriately. • To use regular and irregular verbs properly. • To compare and contrast information. • To initiate and engage in meaningful conversations. • To distinguish between true and false statements. • To describe a class schedule. • To talk about travel and vacation destinations. • To talk about past experiences. • To give suggestions or advice. <p>Unit 1 ¿Cómo eres? To describe people’s physical characteristics and personality traits.</p> <ul style="list-style-type: none"> • To express states of being and feelings. • To provide personal information. • To make comparisons and use superlatives. • To talk about past actions. <p style="padding-left: 20px;">To describe family relationships.</p> <ul style="list-style-type: none"> • To express ownership with possessive adjectives and pronouns. • To narrate and describe in the past. • To talk about life stages and events in a biography. • To identify main ideas and significant details in a variety of texts. <p style="padding-left: 20px;">To write descriptive, narrative, or informative texts.</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • The school. • Everyday actions. • Free-time activities. • Travel vocabulary. • Healthy habits. <p>Grammar</p> <ul style="list-style-type: none"> • The present tense. • The present progressive. • Regular verbs in the past tense. • Irregular verbs in the past tense. • Informal and formal commands. • Interrogatives. <p>Vocabulary. Vida personal y social</p> <ul style="list-style-type: none"> • Useful expressions to organize a text, to give instructions, to express personal likes and interests, to ask for confirmation, and to express wishes. • Review: Words for personal information and family relationships, and words to describe people. • Physical characteristics and personality traits. • Family relationships and marital status. • Life stages and events, rites and celebrations, and religions. <p>Grammar</p> <ul style="list-style-type: none"> • The verbs <i>ser</i> and <i>estar</i>. • Comparisons and superlatives. • The imperfect and the past progressive tenses. • To express ownership with possessive adjectives and pronouns. • The preterite and the imperfect tenses.

<ul style="list-style-type: none"> • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. <p>To explore cultural aspects of the Latin American population.</p> <p>Unit 2: Entre amigos To express feelings.</p> <ul style="list-style-type: none"> • To talk about personal relationships. • To learn and use pronouns for direct and indirect objects. • To learn pronominal reflexive and reciprocal verbs. • To express wishes, likes, and preferences. • To introduce people. <p>To extend an invitation and to respond to an invitation.</p> <ul style="list-style-type: none"> • To conduct telephone calls. 	<ul style="list-style-type: none"> • Time expressions to narrate in the past. <p>Culture</p> <ul style="list-style-type: none"> • <i>Mafalda</i> by the cartoonist Quino. • Comic strips in Hispanic culture. • <i>Don Quijote</i>. • Spanish court painters: Diego Velázquez and Francisco de Goya. • <i>Estereotipos familiares</i>. • <i>Fiestas familiares</i>. • Traditional Hispanic legends. • Esmeralda Santiago: <i>Cuando era puertorriqueña</i>. • <i>Leyendas de Guatemala</i>. • A legend of the origin of the Inca Empire. • Latin American population. <p>Vocabulary. Vida social</p> <ul style="list-style-type: none"> • Useful expressions to express likes and preferences, to evaluate things, and to express a hypothesis. • Review: Words for family and personal relationships, for introducing people, and for hobbies, leisure activities, and entertainment. • Personal relationships. • Introductions. • Expressions used to invite, accept, and decline an invitation. • Telephone calls.
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Quarter 2: October 24 – January 12	
Objectives	Major Concepts
<p>Unit 2 cont.</p> <p>To express necessity or obligation.</p> <ul style="list-style-type: none"> • To talk about future actions. • To write a love or friendship card, an invitation, or a descriptive electronic message. • To identify main ideas and significant details in a variety of texts. <p>To know and apply the different stages of the</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Direct object and indirect object pronouns. • Pronominal reflexive and reciprocal verbs. • To express wishes, likes, and preferences: The verbs <i>gustar</i>, <i>encantar</i>, <i>apetecer</i>, and <i>importar</i>; and the subjunctive mood. • Non-reflexive pronominal verbs. • To express necessity or obligation using <i>deber</i>, <i>tener que</i>,

writing process: planning, writing, revising, and sharing.

To explore cultural aspects of traditional Latin American and Spanish festivities.

Unit 3: Tus cosas

To identify articles of clothing.

- To describe clothing and traditional costumes of Latin American populations.
- To talk about recent events.
- To describe the appearance and location of objects.
- To use the impersonal pronoun *se*.
To use indefinite adjectives and pronouns properly.
- To talk about past experiences.
- To describe past actions using the past perfect.
- To identify and describe domestic tasks and jobs.
- To identify main ideas and significant details in a variety of texts.
- To write descriptive, narrative, or informative texts.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.

haber que + infinitive.

- To talk about the future.

Culture

- *La leyenda de san Jordi*.
- Social networks.
- *Gustavo Adolfo Bécquer*.
- *El juego de pelota*.
- Physical contact among Hispanics.
- *El pueblo mixteco*.
- *Juegos precolombinos*.
- *El baile en el mundo latino*.
- *El lenguaje SMS*.
- *Juan Luis Guerra*: A singer from the Dominican Republic.
- Traditional Latin American and Spanish festivities.

Vocabulary. El vestido y la vivienda

- Useful expressions to ask for favors, and to ask for and offer help.
- Review: Words for clothing, footwear, and accessories, material, places in the home, and items in the home.
- Articles of clothing, fabric, and fit.
- Color, texture, and makeup of clothing and objects.
- Domestic chores and jobs.

Grammar

- The past participle.
- To talk about recent events:
The present perfect tense.
- Indefinite adjectives and pronouns.
- The use of the impersonal pronoun *se*.
- The past perfect tense.
- Demonstrative adjectives and pronouns.

Culture

- Traditional and regional Latin American costumes.
- Latin American fashion and style.
- Recycling with clothing.
- Cultural symbols: The *wiphala*.
- *El mercado de Otavalo (Ecuador)*.
- Colonial farms in Latin America.
- Hotels and tourism in Latin American countries.

<p>Unit 4: Vida sana</p> <p>To identify traditional dishes and foods of the Spanish-speaking world.</p> <ul style="list-style-type: none"> • To talk about nutrition. • To identify personal hygiene practices. • To name parts of the body. • To state affirmative and negative commands. • To use the conditional verb tense properly. <p>To use different verbs that express a change.</p> <ul style="list-style-type: none"> • To make value statements. • To give advice and make recommendations. • To identify main ideas and significant details in a variety of texts. • To write descriptive, narrative, or informative texts. <p>To know and apply the different stages of the writing process: plan, write, revise, and share.</p> <p>To explore cultural aspects of food and dishes in Hispanic countries.</p> <p>To discuss historical landmarks and tourist locations in Latin American countries.</p>	<ul style="list-style-type: none"> • Flamenco dance and music. • Superstitions. • The Andalusian patio in Cordoba, Spain. • Colonial architecture and cities in Latin America. <p>Vocabulary. La alimentación y la salud</p> <ul style="list-style-type: none"> • Useful expressions to show surprise, to ask about someone's ability to do something, and to explain one's own ability to do something. • Review: Words for food flavors and preparation, and personal hygiene products and practices. • Food and nutrition. • Healthy habits and personal hygiene objects and products. • The doctor's office, parts of the body, and medical specialists. <p>Grammar</p> <ul style="list-style-type: none"> • Affirmative and negative commands. • Verbs that express change of state. • The prepositions <i>para</i> and <i>por</i>. • To make value statements. • The conditional tense. • To give advice or make recommendations. <p>Culture</p> <ul style="list-style-type: none"> • Traditional Latin dishes. <i>La ropa vieja</i>. • Agriculture and staple foods used in Hispanic countries. <i>La quinua</i>. • Traditional Latin American recipes and food preparation. • Tourist sites and resorts in Latin American countries. • Cities and geographic locations in Latin America. Punta del Este. • Medicinal and therapeutic practices in Hispanic countries. • <i>El Hospital de Jesús</i>. • <i>El marcapasos</i>. • The Aztec legend about the origin of corn.
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Quarter 3: January 16 – March 23	
Objectives	Major Concepts
<p>Unit 5: ¿Trabajas?</p> <p>To identify different professions.</p>	<p>Vocabulary. El trabajo</p>

- To talk about abilities and qualifications of professionals and workers.
- To discuss employment opportunities and volunteerism.
- To express certainty and doubt.
- To talk about past actions.
- To refer to something that is unknown.
- To describe someone or something.
- To talk about the gender of nouns.
To express feelings and emotions.
- To express an obstacle or difficulty.
- To identify main ideas and significant details in a variety of texts.
To write descriptive, narrative, or informative texts.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.
- To discuss historical and influential figures from Latin American countries.

Unit 6: Tus aficiones

To state opinions.

- To identify different leisure activities.
- To use expressions of courtesy in Spanish.
- To state the probability or purpose of an action.
- To identify traditional and popular sports and pastimes.
To describe cultural events and sporting competitions.
- To quote someone directly or indirectly.

- **Useful expressions** to tell ability or inability to do something, to encourage or to console someone, and to express agreement or disagreement.
- **Review: Words for professions** and employment locations.
- Professions and employment positions.
- **Jobs and technology, attributes of different professionals,** and actions performed by professionals.
- **Volunteerism and community service.**

Grammar

- To express certainty and doubt.
- The imperfect subjunctive.
- **To give details: The relative pronoun *que*.**
- Noun gender.
- To express feelings or emotions.
- To express difficulty.

Culture

- César Chávez and other Hispanic civil rights leaders.
- *El Día del Trabajo.*
- *Astronautas hispanos.*
- **Mass communication used in Hispanic communities: *El Diario La Prensa* and television in Spanish.**
- **Successful Hispanic professionals: María Elena Salinas.**
- Organizations and individuals that assist people in Hispanic communities.
- *Turismo sostenible.*
- Human rights and environmental concerns in Hispanic communities:
Frente de Defensa de la Amazonía.
- Universities in Hispanic countries.

Vocabulary. El tiempo libre y los viajes

- Useful expressions to show doubt and skepticism, and to express agreement or disagreement.
- Review: Words for sports, travel, and modes of transportation.
- Leisure time and entertainment performances.
Film genres.

<ul style="list-style-type: none"> • To indicate location or origin. • To plan a trip or excursion. • To identify main ideas and significant details in a variety of texts. <p>To write descriptive, narrative, or informative texts.</p> <ul style="list-style-type: none"> • To know and apply the different stages of the writing process: planning, writing, revising, and sharing. • To explore cultural aspects of traditional sports in Spain and Latin America. 	<ul style="list-style-type: none"> • Sports and competitions. • Trips and accommodations, the airport, and traveling by plane. <p>Grammar</p> <ul style="list-style-type: none"> • To express opinion. • To use expressions of courtesy. • To express probability of an action. • To express purpose. • Indirect speech. • To express location. <p>Culture</p> <ul style="list-style-type: none"> • <i>El Festival de Cine de San Sebastián.</i> • Watching foreign movies. • A culture night: <i>La Noche en Blanco.</i> • Hispanic actors and movie directors, and Spanish-language films. • The pre-Hispanic Moche culture. • The best places for water sports in Latin America: <i>La Libertad</i>, El Salvador. • History of the Pan American Games. • The Ruta Quetzal cultural and adventure program. • <i>Hoteles con encanto.</i> • <i>El Hotel de Sal (Bolivia).</i> • Literary texts by Hispanic authors: <i>Galletitas</i>, by Jorge Bucay. • Popular and traditional sports among Spanish-speaking populations.
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Quarter 4: March 27 – June 8	
Objectives	Major Concepts
<p>Unit 7: Por el planeta</p> <p>To learn about nature and the environment.</p> <ul style="list-style-type: none"> • To describe the behavior of some insects and animals. • To discuss efforts to preserve and protect the environment. 	<p>Vocabulary. Mundo físico</p> <ul style="list-style-type: none"> • Useful expressions to show how to do something, to express desires or wants, and to ask for something in a courteous manner. • Review: Words for geographical features, weather, nature, and the universe.

- To state actions if certain conditions are met.
- To describe cultural and environmental celebrations in Hispanic communities.
To discuss concepts related to meteorology and astronomy.
- To express the time or sequence of events.
- To discuss commerce in Hispanic countries.
- To identify natural disasters and natural resources.
- To express cause and effect.
To identify some protected ecological areas on Earth.
- To identify main ideas and significant details in a variety of texts.
- To engage in meaningful conversations.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.

Unit 8: En sociedad

To describe and narrate in the past.

- To give factual statements in the indicative.
- To express wishes, opinions, and values.
- To use the passive voice.
- To differentiate between definite and indefinite articles.
- To use the subjunctive mood.
- To learn about the history of some Hispanic cities and countries.
To learn about the history and culture of ancient civilizations in Latin America.

- Nature and the environment, and fauna.
- Weather and meteorology, and the universe and astronomy.
- Natural disasters and natural resources, natural elements, and economic activities.

Grammar

- To form and use conditional sentences and to express real or likely conditions.
- To express unlikely or hypothetical and impossible or contrary-to-fact conditions.
- To express time or sequence of events.
- The present perfect subjunctive.
- To express cause and consequence.
- The personal preposition *a*.

Culture

- Protected natural areas: *Reserva Especial de la Biosfera*.
- *La región de Magallanes (Chile)*.
- National symbols.
- Seasonal celebrations and festivals: *The Noche de san Juan*, the *Inti Raymi* and other festivals of the Sun.
- Fair trade activities in some Hispanic countries.
- *La industria en Chile*.
- Products manufactured in Hispanic countries and the most important handicrafts fair in Latin America.
- A short story by the Guatemalan writer Augusto Monterroso.
- Unique ecological areas in Latin American countries.

Vocabulary. Historia, política y sociedad

- Useful expressions to ask for wants and preferences, to express indifference or lack of preference, and to express resignation.
- Review: Words for politics, society, history, and civilizations.
- Historical figures, historical events, ancient civilizations, and archaeology.
- Politics and government, posts and titles, and ideologies.
- Society and community.

Grammar

- To discuss the political systems in some Hispanic countries.
- To learn about the goals and practices of some multinational organizations.
- To describe and compare national symbols.
- To discuss the practices and products of multicultural populations.
To learn about ways Hispanic populations celebrate and preserve their cultures.
- To identify main ideas and significant details in a variety of texts.
- To engage in meaningful conversations.
- To know and apply the different stages of the writing process: planning, writing, revising, and sharing.

- The passive voice.
- To talk about past actions and situations.
- To talk about the different stages of an action.
- To talk about factual events:
The **indicative mood**.
- Definite and indefinite articles.
- Uses of the subjunctive mood.

Culture

- History and culture of the Mayan civilization.
Mayan archaeological treasures.
- **UNESCO World Heritage Sites.**
- *La Organización de los Estados Americanos (OEA).*
- **The meaning of national flags.**
- **Women political leaders in Hispanic countries.**
- *La Orquesta Sinfónica Juvenil de las Américas.*
- **Multicultural populations and celebrations.**
- *El Museo del Barrio (Nueva York).*
- **A poem by Nicolás Guillén (Cuba).**
- *Una ciudad con historia: Barcelona.*
- **History of Hispanic cities and countries.**