

# 01\_ Review/ Repaso

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

### **Spanish 3CP**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

**Students will understand:**

- The importance of learning another language.
- The correct use of grammar and vocabulary help facilitate communication.

### **Essential Questions:**

- In our modern world, why is it important to learn another language and culture?
- What advantages would be beneficial to a young adult through learning another language?
- How can incorrect grammar impede one's understanding?
- Are the grammatical rules in Spanish similar to those of the English language?
- What are grammatical tenses?

### **Enduring Understandings:**

- Learning another language and culture fosters values of appreciation and respect for cultural perspectives, products and practices.
- Learning another language can open doors for professional opportunities.
- The Spanish language contains cultural references that are different from the English language (i.e. - adjective and noun agreement focuses on gender and quantity).

### **Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate to the content area.

### **Climate Change**

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

---

## **CONTENT AREA STANDARDS**

WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.  There are strategies to improve one's professional value and marketability.

## **STUDENT LEARNING TARGETS**

---

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

---

Students will understand that:

- vocabulary from Spanish 1 and 2 help to facilitate communication.
- correct grammar conjugations for -ar/er/ir verbs in the present tense are essential for communication.
- correct grammar conjugations for -ar/er/ir verbs in the present progressive tense are essential for communication.
- correct grammar conjugations for -ar/er/ir verbs in the preterit tense are essential for communication.
- correct grammar conjugations for -ar/er/ir verbs in the imperfect tense are essential for communication.
- there are similarities and differences in the use of pronouns in Spanish and English.

## **Procedural Knowledge**

---

Students will be able to:

- combine and recombine learned language to express events that are currently taking place using the present or present progressive tense.
- combine and recombine learned language to express events that have taken place in the past using the preterit or imperfect tense.
- request personal informal from a peer in conversation.
- compare and contrast the linguistic similarities and difference in grammar usage using direct and indirect object pronouns in Spanish and English when referring to objects or people already mentioned.
- respond appropriately to questions asking to describe characteristics and conditions, describe some feelings, tell where things are and where they are from using the verbs ser and estar.
- use language vocabulary correctly in writing or orally to answer prompts about themselves, events and observations
- follow a series of oral and written directions and requests in the target language in everyday classroom activities.

## **EVIDENCE OF LEARNING**

---

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

---

Pear/Edulastic Assessments

## **Alternate Assessments**

---

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Formative Assessments**

---

Using the three modes of communication-Interpretive, Interpersonal and Presentational

Do now's/Exit tickets

Homework

Role-playing activities

Paired activities

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities-- Group work prompts - talk to a classmate about themselves and observations.

Reading activities

Writing activities-Short answer responses about themselves and their summer

Presentational activities

Kahoot for vocabulary review

### **Summative Assessments**

---

QUIZZES: Using the three modes of communication-Interpretive, Interpersonal and Presentational (Application of vocabulary and grammatical functions in context)

Listening

Writing

Speaking

Vocabulary and grammar quizzes

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

---

Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.