



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Spanish in Context/Spanish 3

Course Description:

The curriculum for this introductory elective course is developed from the [Wisconsin Standards for World Languages](#). Students will be exposed to the cultures of Spanish speaking countries and practice skills related to: reading, writing, speaking and listening. Grades are determined by performance assessments, quizzes, tests, projects and daily work. This course receives .5 credits per trimester. The information in this course overview outlines what students should understand and be able to do by the end of the trimester/year.

Mastery Standards:

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes:

Interpersonal Communication:

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication:

Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Expected [proficiency level](#) at the end of this course: [Intermediate Low](#)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Summer life and activities</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does where one lives influence daily life when school is not in session? • How are free time activities influenced by culture/by community? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the main idea and key information in emails from a Spanish speaking country about vacation time and free time activities. • Have a conversation about on summer/vacation activities. Request and provide information, express and react to preferences, feelings, or opinions and ask appropriate follow-up questions. • Tell a story about someone’s life, activities, events and other social experiences during summer and break. (WL.PS.3.a.i5) • Compare practices, in my own and other cultures, related to everyday life and personal interests. (WL.IC.4.b.i) • Identify different personal and community perspectives about how free time activities are influenced by culture/by community.
<p>Unit Title: Daily Routine</p>	<p>Students will...</p>

<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does where I live influence my daily life? • What does a balanced routine look like? 	<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the main idea and key information in a video from a Spanish speaking country about daily routine activities. • Have a conversation about childhood. Request and provide information, express and react to preferences, feelings, or opinions and ask appropriate follow-up questions. • Present personal information about life, activities and events, using simple sentences. • Compare practices, in my own and other cultures, related to everyday life and personal interests. WL.IC.4.b.i • Identify different personal and community perspectives about how where people live influences their daily life.
<p>Unit Title: When I was a child</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does my life now compare to my life when I was younger? • Who am I? Who was I? • How have my childhood experiences made me who I am today? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the main idea and key information in texts from a Spanish speaking country about activities of when I was a child. • Have a conversation about childhood activities. Request and provide information, express and react to preferences, feelings, or opinions and ask appropriate follow-up questions. • Present personal information about life, activities and events during childhood, using simple sentences. • Compare practices, in my own and other cultures, related to everyday life and personal interests. WL.IC.4.b.i
<p>Unit Title: Imperfect/Preterit (Myths and Legends?)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How are stories and places also about me? How do I compare what I read with my life? • What is my story? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the main idea and key information in texts from a Spanish speaking country about _____. • Have a conversation about _____. Request and provide information, express and react to preferences, feelings, or opinions and ask appropriate follow-up questions. • Present personal information about life, activities and events, using simple sentences. • Compare practices, in my own and other cultures, related to everyday life and personal interests.