



# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

**Course Title:**  
(limited to 34 characters with spaces in Infinite Campus)

Spanish III

New  
 Revised

If revised, the previous course name if there was a change

**Transcript Course Code/Number:**

100031, 100032

(To be assigned by Educational Services if it's a new course)

**CREDIT TYPE EARNED:**      **CALPADS CODE:**

World Language      9132

**Subject Area:**

Social Science  
 English  
 Mathematics  
 Laboratory Science  
 World Languages  
 Visual or Performing Arts  
 College Prep Elective  
 Other

**Grade Level(s)**

MS  
 HS  
 5  
 6  
 7  
 8  
 9  
 10  
 11  
 12

If this classified as a Career Technical Education course?

Yes  
 No

If yes, which pathway does this course align to?  
Pathway Name:

CTE CDE Code:

Was this course previously approved by UC for PUHSD?

Yes  
 No  
(Will be verified by Ed Services)

Which A-G Requirement does/will this course meet?

E       Pending

**Credential Required to teach this course:**  
To be completed by Human Resources only.

Single Subject or Specific Supplementary Auth in foreign language aligned with language of instruction

*[Signature]*      *2/26/2024*

Signature      Date

**Submitted by:** Julie Harris  
**Site:** SSC  
**Date:** 02/13/2024  
**Email:** julie.harris@puhsd.org

**Unit Value/Length of Course:**

0.5 (half-year or semester equivalent)  
 1.0 (one-year equivalent)  
 2.0 (two-year equivalent)  
 Other:

Approvals	Name/Signature	Date
Director of Curriculum & Instruction	<i>[Signature]</i>	
Asst. Superintendent of Educational Services	<i>Kindy Lee Mackanul</i>	<i>3/4/24</i>

Governing Board		
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**Prerequisite(s) (REQUIRED):**

Spanish I & Spanish II

**Corequisite(s) (REQUIRED):**

n/a

**Brief Course Description (REQUIRED):**

Students will enhance their listening, reading, writing, and speaking abilities through various instructional activities, ranging from intermediate to advanced levels. Reading comprehension will be honed with short stories and articles, while composition skills will be practiced through writing short paragraphs on designated topics. Cultural awareness and understanding of studied peoples and cultures will be fostered. Students will be introduced to formal Spanish language conventions in meaningful contexts, with a focus on improving reading, writing, and critical thinking skills, as well as recognizing different discourse styles. Successful completion of Spanish 3 typically prepares students for placement in AP Spanish Language classes.

**B. COURSE CONTENT**

**Course Purpose (REQUIRED):**

*What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.*

After completing this course, students will be able to:

- Develop and demonstrate proficiency in Spanish in the four language skills; reading, writing, listening, and speaking
- Guide students on a successful pathway to earn the state Seal of Biliteracy
- Acquire and apply the basic principles of Spanish grammar to composition.
- Discuss and appreciate the life and customs of Spanish speaking cultures.
- Increase literacy and reading comprehension through Spanish literature.

- Write sentences/paragraphs on selected topics.

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Preliminary Unit/Lección Preliminar (Review)**

By the end of this unit, students will be able to discuss everyday activities, tell what happened in the past, express preferences, talk about health and medical conditions, talk about using technology and electronics, and describe their house or apartment.

***That is how it happened:***

- Preterite tense of regular verbs
- Preterite of ser and ir
- Other irregular preterites
- Verbs that change meaning in the preterite

***That is how we like it:***

- Direct and indirect object pronouns
- Gustar and similar verbs
- Double object pronouns

***Culture:***

- En detalle: *Festivales populares de España (Popular festivals in Spain)*
- *Perfil: El color brota en Medellín (The Color Springs in Medellín)*

***That is how it was:***

- The imperfect tense
- The preterite and the imperfect
- Constructions with **se**
- Reciprocal reflexives

***So it was:***

- Relative pronouns
- The present subjunctive
- Subjunctive with verbs of will and influence
- Sintesis

**Unit 1/Lección 1: La naturaleza (Nature)**

During this lesson students will be able to discuss environmental problems, propose solutions for environmental problems, and express opinions and suggest solutions to problems in their community. In addition they will write a short article about an environmental problem and comment on or make predictions about environmental problems. Students will also learn about young Hispanic environmentalists, the nature in Costa Rica and Colombia's culture and geography.

**Context:**

- Nature
- The environment
- Recycling and conservation

**Fotonovela:**

- Una excursión a la sierra (An excursion to the mountains)

**Pronunciación:**

- Los signos de puntuación (punctuation marks)

**Culture:**

- **En detalle:** Jóvenes por el medio ambiente (Youth for the environment)
- **Perfil:** La Sierra Nevada de Santa Marta (The mountains Nevada of Santa Marta)

**Structure:**

- **1.1** The subjunctive with verbs of emotion
- **1.2** The subjunctive with doubt, disbelief, and denial
- **1.3** The subjunctive with conjunction
- Recapitulación (Review)

**Adelante:**

- Lectura (reading): Recognizing the purpose of a text
- Escritura (writing): Considering audience and purpose
- Escuchar (listening): Listening for specific information/listening for linguistic cues.
- En pantalla (on the Screen): Create an ad that leaves an unforgettable message.
- Flash Cultura (Culture Flash): Identify some characteristics of the Mexico City Metro. *El Metro de la Ciudad de México*
- Panorama: Identify and comment on aspects of the geography and culture of Colombia

**Vocabulary:**

- La naturaleza (Nature)
- Los animales (Animals)
- El medio ambiente (Environment)
- Las emociones (The emotions)
- Las deudas y certezas (Debts and certainties)

**Unit 2/Lección 2: En la ciudad (The city)**

During this lesson students will be able to ask and give directions in a city. Plan errands with their classmates and describe their ideal city. They will give and receive commands and propose solutions for a

problem with sufficient details. Students will also learn about the use of bicycles in Latin American cities, outstanding architects of the Hispanic world and the culture and geography of Venezuela.

**Context:**

- City life
- Daily chores
- Money and banking
- At a post office

**Fotonovela:**

- Participar en una conversación para planear varias diligencias. (Participate in a conversation to plan various errands)

**Pronunciación:**

- Las abreviaturas (the abbreviations)

**Culture:**

- **En detalle:** Las bicicletas en la ciudad (Bicycles in the city)
- **Perfil:** Tatiana Bilbao: empatía humanista. (humanity empathy)

**Structure:**

- **2.1** The subjunctive in adjective clauses
- **2.2** Nosotros (we commands)
- **2.3** Past participles used as adjectives

**Adelante:**

- **Lectura** (Reading): Strategy: Recognizing the purpose of a text.
- **Escritura** (Writing): Strategy: Escribir un mensaje claro y sin redundancias. (Write a clear message without redundancy)
- **Escuchar** (Listening): Strategy: listening for specific information/listening for linguistic cues. Participar en una conversación prestando atención a detalles específicos. (Participate in a conversation by listening for pieces of information)
- **En pantalla** (on the Screen): Explicar un concepto técnico de una manera creativa. (Explain a technical concept in a creative way)
- **Flash Cultura** (Culture Flash): Metro de la Ciudad de México. (Mexico City Metro) Identificar algunas características del metro de Ciudad México. (Identify some characteristics of Mexico City metro)
- **Panorama:** Venezuela: Objetivo de comunicación: Identificar y comentar aspectos de la geografía y la cultura de Venezuela. (Identify and comment on aspects of the geography and culture of Venezuela)

**Vocabulary:**

- En la ciudad (the city)
- En el banco (the bank)
- Cómo llegar (how to arrive)
- En el correo (the mail)

**Unit 3/Lección 3: El bienestar (*The wellbeing*)**

During this unit, students will learn how to talk about habits for nutrition and physical activity, recent changes in their lifestyle choices and health problems. Students will also learn to describe the healthy habits of others and to compare their current activities and health situations to those of the past. Students will also learn about health practices in Spanish-speaking countries, ways to relax in Madrid, Spain and the culture and geography of Bolivia.

**Context:**

- Health and well-being
- Exercise and physical activity
- Nutrition

**Fotonovela:**

- *La clase de yoga (Yoga Class)*

**Pronunciación:**

- Las letras b y v

**Culture:**

- **En detalle:** Espacios públicos saludables (Healthy Public Spaces) : Communicative objective: To talk about public spaces to exercise in my culture and others.
- **Perfil:** La quinua

**Structure:**

- **3.1** The present perfect
- **3.2** The past perfect
- **3.3** The present perfect subjunctive

**Adelante:**

- Lectura (Reading): Strategy: Making inferences
- Escritura (Writing): Strategy: Organizing information logically
- Escuchar (Listening): Strategy: Listening for the gist/Listening for cognates
- En pantalla (on the Screen): Communicative Objective: To understand the plot of a short film and write a personal reaction.
- Flash Cultura (Culture Flash): *¿Estrés? ¿Qué estrés?* : Communicative objective: Identify the way people escape stress in my culture and in others.
- Panorama: Bolivia: Communicative objective: Identify and comment on aspects of geography and culture in Bolivia.

**Vocabulary:**

- El bienestar (well-being)
- En el gimnasio (in the gym)
- La nutrición (nutrition)

#### **Unit 4/Lección 4: El mundo del trabajo** (*The world of work*)

During this unit, students will talk about participating in a job interview, their plans for the future, making plans for their next vacation, making predictions about their distant future and about hypothetical situations in the past. Students will also learn about job interviews in Spanish-speaking countries, the job market in Ecuador and the culture and geography of Nicaragua and the Dominican Republic.

#### **Context:**

- Professions and occupations
- The workplace
- Job interviews

#### **Fotonovela:**

- *Una aspirante despistada* (*A distracted applicant*)

#### **Pronunciación:**

- Las letras y, ll y h

#### **Culture:**

- **En detalle (In detail):** *La entrevista de trabajo* (*The job interview*): Communicative objective: Talk about job interviews in my culture and others.
- **Perfil (Profile):** *César Chavez*

#### **Structure:**

- 4.1 The future
- 4.2 The future perfect
- 4.3 The past subjunctive

#### **Adelante:**

- Lectura (Reading): Strategy: Recognizing similes and metaphors
- Escritura (Writing): Strategy: Using note cards
- Escuchar (Listening): Strategy: Using background knowledge/Listening for specific information.
- En pantalla (On the Screen): Communicative objective: To talk about different phases of my life.
- Flash Cultura (Culture Flash): *El mundo del trabajo*: Communicative objective: To talk about jobs in Ecuador and in other countries.
- Panorama: Nicaragua: Communicative objective: Identify and comment on aspects of the geography and culture of Nicaragua.
- Panorama: La República Dominicana: Communicative objective: Identify and comment on aspects of the geography and culture of the Dominican Republic.

**Vocabulary:**

- Las ocupaciones (professions)
- La entrevista (the interview)
- El mundo del trabajo (the world of work)
- Palabras adicionales (additional words)

**Unit 5/Lección 5: Un festival de arte (An art festival)**

During this unit, students will talk about art in their life, describe an artistic event and make plans to attend an artistic event. They will also be able to talk about hypothetical facts and say how I would have made things differently in the past. Students will also learn about museums and artists in the Spanish-speaking world, some Spanish museums and the geography and culture of El Salvador and Honduras.

**Context:**

- The arts
- Movies
- Television

**Fotonovela:**

- Dos invitaciones (Two invitations)

**Pronunciación:**

- Las trampas ortográficas

**Culture:**

- **En detalle (In detail):** Museo de Arte Contemporáneo de Caracas (Museum of Contemporary Art of Caracas)
- **Perfil (Profile):** Fernando Botero: un estilo único (Fernando Botero: a unique style)

**Structure:**

- **5.1** The conditional
- **5.2** The conditional perfect
- **5.3** The past perfect subjunctive

**Adelante:**

- Lectura (Reading): Identifying stylistic devices
- Escritura (Writing): Finding biographical information
- Escuchar (Listening): Listening for key words / Using the context
- En pantalla (On the Screen): Talk about my personal interests.
- Flash Cultura (Culture Flash): Talk about some Museums in Spain and my country: *Palacios de arte*
- Panorama: Identify and comment on aspects of the geography and culture of El Salvador



***Vocabulary:***

- Las bellas artes (The beautiful Arts)
- Los artistas (The artists)
- El cine y la televisión (Cinema and television)
- La artesanía (The craftsmanship)

**Unit 6/Lección 6: Lección 6: Las actualidades (*The news*)**

During this lesson, students will talk about political and social issues, talk about how to participate in an environmental campaign, talk about how to participate in an interview with a political candidate, give instructions on what to do in an emergency and write a script for a political campaign on TV. Students will also learn about social protests and political leaders in Spanish-speaking countries, Puerto Rico's political status and the geography and culture of Paraguay and Uruguay.

***Context:***

- Current events and politics
- The media
- Natural disasters

***Fotonovela:***

- Cinco mil firmas (Five thousand signatures)

***Pronunciación:***

- Neologisms and anglicisms

***Culture:***

- **En detalle (In detail):** Protestas sociales (Social protests)
- **Perfil (Profile):** Dos líderes suramericanos (Two South Americans leaders)

***Structure:***

- **6.1** Si clauses
- **6.2** Summary of the uses of the subjunctive

***Adelante:***

- Lectura (Reading): Recognizing chronological order
- Escritura (Writing): Writing strong introductions and conclusions
- Escuchar (Listening): Recognizing genre / Taking notes as you listen
- En pantalla (On the Screen): Write a script for an electoral campaign on television
- Flash Cultura (Culture Flash): Identify aspects of the political situation of Puerto Rico: *Puerto Rico: ¿nación o estado?*
- Panorama: identify and comment on aspects of the geography and culture of Paraguay.

***Vocabulary:***

- Los medios de comunicación (the media)

- Las noticias (the news)
- La política (politics)

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Unit 1/Lección 1: La naturaleza (Nature)**

-Write a letter or an article about one of the following environmental topics:

1. Write about programs that exist to protect nature in your community. Do they function well? Do the neighbors in your community participate in the programs?
2. Describe one of the natural attractions in your area. Are you optimistic about the future of the environment in your area? What is the government and your neighbors doing in your area to protect nature? Is it necessary to do more?
3. Write about a national level program to protect the environment. Is it a government program or a private business program? How does it work? Who participates in it? Do you have doubts about the program? Do you believe it should be changed or improved? How?

**Unit 2/Lección 2: En la ciudad (The city)**

- Write an electronic message

1. You are going to visit a friend who lives with her family in a city that you don't know. You are going to spend a week. You want to get to know the city, but you also have to do a project for your literature class.
2. Write your friend an email describing what you are interested in doing there and give them suggestions for activities they can do together. Mention what you need to do for your assignment. You can rely on a real or imaginary visit.
  - a. Consider this list of data that you can include:
    - i. The name of the city you are going to visit
    - ii. The places you are most interested in visiting
    - iii. What you need to do your assignment
      1. Internet access
      2. Know how to get to the public library
      3. Time to be alone/to
      4. books to consult

**Unit 3/Lección 3: El bienestar (The wellbeing)**

Write a personal health plan.

Develop a personal plan to improve your well-being, physical and emotional. Your plan should describe:

1. What you have done to improve your well-being and to live a healthy lifestyle
2. What you still haven't been able to do
3. The activities that you should do in the next few months

Also consider these questions:

### **Nutrition**

- ¿Do you eat a balanced diet?
- ¿Do you consume enough vitamins and minerals?
- ¿Do you want to gain or lose weight?
- ¿What can you do to improve your diet?

### **Exercise**

- ¿Do you exercise? ¿How often?
- ¿Do you go to the gym? ¿What types of exercises do you do there?
- ¿What can you do to improve your diet?

### **Stress**

- ¿Do you experience a lot of stress?
- ¿What activities or problems cause you stress?
- ¿What do you do (or should you do) to alleviate stress and feel calmer?
- ¿What can you do to improve your emotional well-being?

### **Unit 4/Lección 4: El mundo del trabajo (*The world of work*)**

- Write a composition
  1. Write an essay about your professional and personal plans for the future. Use the future tense. Don't forget to make plans for these areas of your life:
    - a. Place
      - i. Where will you live?
      - ii. Will you always live in the same city?
      - iii. Will you move a lot
    - b. Family
      - i. Will you get marry? With who?
      - ii. Will you have children? How many?
    - c. Employment
      - i. What profession will you work in?
      - ii. Will you have your own company?
    - d. Finance
      - i. Will you earn a lot of money?
      - ii. Will you save a lot of money?
      - iii. Will you invest in it?
  2. Finish your composition with a list of career goals, using the future perfect.
    - a. For example: By the year 2035, I will have started my own business. By the year 2045, I will have made more money than Bill Gates.

### **Unit 5/Lección 5: Un festival de arte (*An art festival*)**

- Who would you like to meet?
  1. If you could invite five famous people to dinner at your house, who would you invite? They

can be from any (any) time in history and from any profession. Some possibilities are:

- a. the art
- b. Music
- c. Cinema
- d. Science
- e. The history
- f. Politics

2. Write a short essay about dinner. Explain why you would invite these people and describe what you would do, what you would ask, and what you would say if you had the chance to meet them. Use the conditional.

### Unit 6/Lección 6: Lección 6: Las actualidades (*The news*)

- Write a composition

1. If you had the chance, what would you do to improve the world? Write a composition about the changes you would make in the world if you had the power and resources. Think about what you can do now and what you can do in the future. Consider these questions:
  - a. Would you end all wars? As?
  - b. Would you protect the environment? As?
  - c. Would you promote equality and eliminate sexism and racism? As?
  - d. Would you eliminate corruption in politics? As?
  - e. Would you eliminate the housing shortage and hunger?
  - f. Would you educate others about AIDS? As?
  - g. Would you promote the end of violence between human beings?
  - h. Would you promote your cause in the media? As?
  - i. Would you dedicate yourself to a specific cause within your community? Which?
  - j. Would you dedicate yourself to solving national or international problems? Which is it?:

### INSTRUCTIONAL MATERIALS (REQUIRED)

#### Textbook #1

Title: Senderos 3: Spanish for a Connected World

Edition:

Author:

ISBN: 978-1-54335-813-1

Publisher: Vista Higher Learning

Publication Date: 2023

Usage:

- Primary Text  
 Read in entirety or near

<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
 If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Key assignments will address World Language Standards and include the following:

- Vocabulary Assessments
  - Multiple choice, matching, labeling, illustrate/demonstrate
- Grammar Assessments
  - Fill-in the blank,
  - incorporated through writing assessments
  - Oral presentations
- Lesson Assessments
  - Common assessments
- Unit/Chapter Assessments
  - Benchmarks that include speaking, listening, reading and writing
- Individual Presentations
  - Create videos to show understanding of concepts taught
  - Present grammar based songs

- Group Presentations
  - Skits imitating real-life scenarios of daily life situations
  - Research several cultural themes
  - Compare and contrast (US to Spanish-speaking countries)
- Cumulative Semester Finals
  - Cumulative Assessment of the following: speaking, listening, reading and writing

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects (including Artifact, Written and Oral Assessment)

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Vocabulary Assessments
- Grammar Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations
- Cumulative Semester Finals

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Reference

