

Spanish III Curriculum Pacing Guide		Montgomery County Public Schools	
1 st – 4 th Quarters		Pacing: 4X4 Block (4.5 weeks), A/B Block, and Traditional	
Standards of Learning	Concepts	Resources	Pacing
<p>Interpersonal Communication</p> <p>SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.</p> <p>1. Express own opinions, preferences, and desires, and elicit those of others.</p> <p>2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of target-language sources.</p>	<p>1. The teacher provides students many opportunities to practice communicating orally in Spanish. Each chapter of the text contains multiple exercises under the heading of <i>comunicación</i>. These activities are designed to build speaking skills.</p> <p>2. Throughout text. All vocabulary and grammar sections have opportunities to practice this through text activities.</p>	<p>1. Audio CDs* Video DVD/VHS*</p> <p>More specific information may be found in the following chapters:</p> <ul style="list-style-type: none"> • Desires- capítulo 1 • Opinions and suggestions-capítulo 3 y 5 • Suggestions and recommendations – capítulo 5 <p>2. Cuaderno de vocabulario y gramática* Conversation starter cards</p> <p>(*Teachers should have listed ancillary materials)</p>	<p>Pacing is divided by QUARTERS</p> <p>1st quarter</p> <ul style="list-style-type: none"> • Ser/estar • Saber/conocer • Preterite • Tener expressions <p>2nd quarter</p> <ul style="list-style-type: none"> • Commands (formal and informal) • Reflexive verbs • Verbs like “gustar” • Por/para <p>3rd quarter</p> <ul style="list-style-type: none"> • Imperfect • Preterite vs. imperfect • “hace que” phrases • Negative expressions <p>4th quarter</p> <ul style="list-style-type: none"> • Future tense • Conditional tense • Present perfect • Present subjunctive

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<p>Interpersonal Communication SIII.2 The student will initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.</p> <p>1. Participate in sustained exchanges that reflect major time frames</p> <p>2. Exchange detailed information on familiar topics in a variety of interpersonal contexts. .</p> <p>3. Use nonverbal communication, paraphrasing, and circumlocution, to convey and comprehend messages in level-appropriate language.</p>	<p>1. The present tense in include throughout all of the text.</p> <ul style="list-style-type: none"> ◦ The past tenses are reviewed in capítulos 1 y 2 and discussed in subsequent chapters. ◦ The future tense is also presented in capítulo 3 (green book) and capítulo 9 (blue book). <p>2. Most chapters in the text provide students with many opportunities to exchange information based on situational items such as e-mail, letter, or dialogue in the chapter activities.</p> <p>3. Throughout text.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials. • Picture cards (conversation starters) • Pen Pals 	

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<p>Interpretive Communication: Listening and Reading for Understanding</p> <p>SIII.3 The student will understand spoken and written target language presented through a variety of media and based on new topics in familiar contexts.</p> <p>1. Identify main ideas and pertinent details when listening to or reading materials such as live and recorded conversations, short lectures, podcasts, videos, reports, graphics, and literary selections.</p> <p>2. Understand culturally authentic, level-appropriate materials, that present new and familiar information in familiar contexts.</p> <p>3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for public transportation or using technology.</p>	<p>1. Each chapter of the text includes many sections which require students to be able to understand spoken and written language. For example in capítulo 1 alone, in addition to regular student activities the following sections speak to increasing these skills:</p> <ul style="list-style-type: none"> ◦ Novela en video (Clara perspective) with written dialogue ◦ Lectura informativa-Una visita a Castilla-La Mancha ◦ Leamos y escribamos-El árbol de oro <p>2. Each subsequent chapter of the text includes similar sections where student listening and reading are emphasized.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • <i>Abriendo Puertas</i> • <i>Albúm</i> • Poetry 	

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<p>Presentational Communication: Speaking and Writing</p> <p>SIII.4 The student will present information orally and in writing in Spanish, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.</p> <p>1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.</p> <p>2. Use major time frames, word order, and other level-appropriate language structures with increasing accuracy.</p>	<p>1. Each chapter, in addition to the many student text activities, contains a <i>Taller del escritor</i> to assist students in the writing process. The <i>comunicación</i> activities also reinforce and expand speaking skills.</p> <p>2. Presented and reinforced in every chapter of the text. Student exercises provide many opportunities to speak and write in the target language.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Biographical information about notable Spanish speakers <ul style="list-style-type: none"> • Appropriate ancillary materials • <i>Luna, Luna</i> (creative writing guide) 	

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<p>Presentational Communication: Speaking and Writing</p> <p>SIII.5 The student will present in Spanish student-created and/or culturally authentic products, such as stories, poems, and/or skits.</p> <p>1. Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.</p> <p>2. Use various verbal and nonverbal presentational techniques, such as, voice inflection, visual aids and/or technological support.</p>	<p>1. <i>Taller del escritor</i> in each chapter. Each of these sections focuses on a different writing strategy, for example; using outlines, point of view, and brainstorming are some of the strategies presented. In addition to the <i>taller</i>, there are many student activities in each chapter that reinforce this skill.</p> <p>2. Teacher responsibility</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials <ul style="list-style-type: none"> ◦ <i>Luna, Luna</i> 	

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<p>Cultural Perspectives, Practices, and Products</p> <p>SIII.6 The student will examine in Spanish the interrelationships among the perspectives, practices, and products of the Spanish – speaking cultures.</p> <p>1. Examine how and why products such as natural and manufactured items, inventions, art, recreation and pastimes, language, and regionally specific symbols reflect practices and perspectives of Spanish – speaking cultures.</p> <p>2. Compare and contrast the viewpoints Spanish-speaking people and the ways these perspectives are reflected in their practices and products, such as political systems, art, architecture, music, and literature.</p> <p>3. Investigate the interrelationship of geography and history in the development of the Spanish-speaking cultures.</p>	<p>1. Each chapter of the text includes information that relates to a variety of cultural topics. Each chapter has a different cultural focus area such as Castilla-La Mancha, Los Andes, and El suroeste y norte de México. The topics that are addressed in every chapter are as follows:</p> <ul style="list-style-type: none"> • Maps • Points of interest • Industry • Major cities • Tourism • History • Art • Architecture • Holidays and festivities • Nature/National Parks <p>2. The wraparound text in the teacher’s edition also provides more opportunities for the teacher to expand on these topics.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Videos (information about holidays, cities, daily life, etc.) • Country studies 	

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<p>Making Connections through Language</p> <p>SIII.7 The student will use the target language to reinforce and broaden knowledge of connections between the target language and other subject areas.</p> <p>1. Discuss in Spanish aspects of the language and Spanish-speaking culture(s) found in other subject areas.</p> <p>2. Make connections between topics studied in other subject areas to those discussed in Spanish class.</p> <p>3. Use authentic resources to expand knowledge in other subject areas.</p>	<p>1. Teachers responsibility to make cross curricular connections. For example, The Kyoto Protocol and the United Nations are discussed in the <i>lectura informativa</i> in capitulo 6. Most students will have discussed this in their social studies classes and it should be related back to those discussions. Another example would be that each section of <i>arte</i> should be related to students' prior knowledge through cross-curricular instruction.</p> <p>2. There are so many sections that provide students with historical/geographic, government, popular figures, etc., that there are numerous opportunities to make connections among disciplines.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Videos (information about holidays, cities, daily life, etc.) • Magazines in Spanish • Newspapers in Spanish 	

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<p>Linguistic and Cultural Comparisons</p> <p>SIII.8 The student will investigate and discuss in Spanish why similarities and differences exist within and among cultures.</p> <p>1. Discuss the influences of historical and contemporary events and issues on Spanish speaking countries or regions and the United States</p> <p>2. Compare and contrast aspects of the cultures studied, such as language, religion, art, architecture, music, and literature with those of other cultures.</p>	<p>1. Each chapter in addition to having cultural information on a variety of topics also has a section that focuses on cultural <i>comparaciones</i>. Many topics are discussed in the <i>comparaciones</i> sections such as school, daily life, holidays and festivities, professions, recreation, home life, etc.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials • Magazines • Newspapers 	

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<p>Linguistic and Cultural Comparisons</p> <p>SIII.9 The student will strengthen knowledge of English and/or others, language through study and analysis of increasingly complex elements of Spanish.</p> <p>1. Demonstrate that language and meaning do not transfer directly from one language to another.</p> <p>2. Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish</p>	<p>1. This is evident throughout the text and it is the teacher’s responsibility to make students aware of such inaccuracies.</p> <p>2. Throughout text.</p>	<ul style="list-style-type: none"> • Appropriate ancillary materials 	

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<p>Interacting in School and Global Communities</p> <p>SIII.10 The student will apply target-language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>1. Compare in Spanish aspects of the Spanish-speaking cultures obtained from interaction with Spanish –speakers, authentic media, and/or technology.</p> <p>2. Use Spanish resources, such as individuals and organizations in the community or accessible through the technology, to reinforce cultural understanding.</p>	<p>1. Throughout text. Specific information also can be found in the <i>cultura</i>.</p> <p>2. Throughout the text ideas are presented that will help the teacher locate additional resources in their community.</p>	<ul style="list-style-type: none"> • Ancillary materials • Popular magazines in Spanish • Spotlight on... (unit of study dedicated to learning more about noteworthy Spanish speakers) • Local university resources • (Hispanic awareness activities) 	