**Spanish III Honors**

**En Español 3 (Etapa preliminar – Unidad 3)**

**Course Targets**

**Etapa Preliminar ¡A Explorar!**

* **I can conjugate verbs in the Present tense.**
* **I can conjugate regular *–ar,-er,-ir* verbs in the Present tense.**
* **I can conjugate verbs with irregular “yo” forms in the Present tense.**
* **I can conjugate common stem-changing verbs in the Present tense**

**(ie. cerrar, contar, encontrar, entender, llover, nevar, pensar, perder).**

* **I can conjugate common reflexive verbs in the Present tense.**
* **I can use the Present tense to talk about present activities and routines.**
* **I can conjugate verbs in the Preterite tense.**
  + **I can conjugate regular *–ar, -er, -ir* verbs in the Preterite tense.**
  + **I can conjugate verbs with spelling changes (-car,-gar,-zar) in the Preterite tense.**
  + **I can conjugate verbs with stem changes in the Preterite tense**

**(i.e. sentir, pedir, preferir, repetir, sugerir, vestirse, divertirse, dormir, morir).**

* + **I can conjugate irregular verbs in the Preterite tense including verbs such as *ser/ir, tener, estar, andar, poder, poner, saber, hacer, venir, querer, decir, traer, producir, dar* and *ver*.**
* **I can use the Preterite tense to express completed actions in the past.**
* **I can define and/or explain in Spanish the meanings of –ar, -er, -ir verbs.**
* **I can listen to a native speaker and understand what he/she says using the past tense.**
* **I can detect vocabulary  words in a short listening activity.**
* **I can summarize the events of a listening activity with the past tense. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**

**Unidad 1 Etapa 1 ¿Cómo soy?**

* **I can use descriptive adjectives to describe the physical attributes and personality traits of myself and other people.**
  + **I understand that descriptive adjectives must agree in number and gender with the subject that they modify.**
* **I can use the verb *SER* with descriptive adjectives to describe myself and other people.**
* **I understand what stereotyping is and can identify certain stereotypes based on general descriptions of other people.**
* **I can discuss the individual characteristics of myself and of other people and explain how we are similar to one another and how we are unique from one another.**
* ***SER & ESTAR:***
  + **I can correctly conjugate the verbs SER & ESTAR in the Present and Past tenses.**
  + **I understand that both verbs mean “to be.”**
  + **I understand the difference between the use of SER and ESTAR.**
* **I can conjugate verbs in the Imperfect tense.**
* **I can conjugate regular *–ar,-er,-ir* verbs in the Imperfect tense.**
* **I can conjugate the 3 irregular verbs in the Imperfect tense:**
* **Ir, Ser, Ver**
* **I can use the Imperfect tense to talk about ongoing, habitual, or incomplete actions in the past as well as to tell time and for descriptions in the past.**
* **I understand the difference between using the Preterite tense and the Imperfect tense in the past.**
* **I can correctly conjugate verbs in the Present Perfect tense using the present tense of the auxiliary verb HABER (to have) plus the past participle of the verb.**
* **I understand that the Present Perfect tense is used to express the idea that someone has already done something.**
* **I can correctly conjugate the Past Perfect tense (Pluscuamperfecto) using the past tense of the auxiliary verb HABER (to have) plus the past participle of the verb.**
* **I can use the Past Perfect tense to express an action that had already occurred when something else happened. Both actions are in the past, one occurring before the other.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary  words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish emphasizing this etapa’s grammar.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 1 Etapa 2 ¿Cómo me veo?**

* **I can use new vocabulary to describe what people are wearing and to describe different clothing styles and fashion trends.**
* **I can use new vocabulary to describe of which materials certain clothing items are made.**
* **I can use new vocabulary to talk about my pastimes and those of others including many outdoor activities (acampar, escalar montañas, esquiar en el agua).**
* **I can use verbs like GUSTAR with the Indirect Object Pronouns (encantar,faltar,**

**fascinar,molestar,interesar,quedarle bien/mal, importar) to express mine and others’ reactions to things.**

* **I understand the difference between the prepositions POR and PARA and I understand that the meaning can change depending on how each is used.**
* **I can discuss in detail when POR is used and when PARA is used depending on the context of a sentence.**
* **I understand that I will use “ir + a + infinitive” or the Present tense to express the future where intention is strong and the event will happen soon.**
* **I can correctly conjugate the Future tense.**
* **I can conjugate regular *–ar,-er,-ir* verbs in the Future tense using the infinitive form of each verb as the stem.**
* **I can conjugate irregular verbs in the Future tense changing the form of their infinitive slightly before adding the Future tense endings (ie. decir, hacer, poner, salir, tener, valer, venir, poder, querer, saber).**
* **I can use the Future tense to express plans, predictions, or events in the future that are sometimes less certain.**
* **I can use the Future tense (futuro de probabilidad) to speculate about what might occur or what others are doing. When used this way, the Future Tense implies that you are wondering about an event or guessing whether or not it has occurred.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a FORMAL composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 1 Etapa 3 ¡Hay tanto que hacer!**

* **I can use new vocabulary to talk about household chores.**
* **I can correctly conjugate “tasks” verbs including all stem-changing verbs.**
* **I can correctly conjugate and use new reflexive verbs to express feelings**

**(ie. animarse, dedicarse a, desanimarse, entusiasmarse, oponerse a, ponerse, sentirse)**

* **I can identify in Spanish objects that are associated with household chores.**
* **I can use new vocabulary to talk about relationships and what friends do (ie. apoyarse, ayudarse, contarse chismes, contarse secretos, odiarse, pelearse).**
* **I can use new Reflexive Verbs RECIPROCALLY to express the idea of EACH OTHER.**
* **I can form the Impersonal Construction with “SE.”**
* **I can discuss the use of the Impersonal Construction with “SE” as to avoid specifying the person who is doing the action of a verb (Aquí se habla español).**
* **I understand that you can use the Impersonal Construction with “SE” in all verb tenses.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary  words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 2 Etapa 1 ¡El mundo es nuestro!**

* **I can use new vocabulary to express my ideas and my opinions on how to improve and beautify my community and my world to make them a better place.**
* **I can use new vocabulary to identify social problems and propose possible solutions.**
* **I can use new vocabulary to identify people, places and things within my community.**
* **I can use new vocabulary to make requests and make suggestions (ie. ¿Cómo puedo ayudarte?, Sí con mucho gusto, Trabajemos de voluntaries).**
* **I can correctly conjugate the Tú, Usted and Ustedes command forms.**
* **I can conjugate regular *–ar,-er,-ir* verbs in the command forms.**
* **I understand that if the stem of a verb is *irregular in the “yo” form*, it will be irregular in the command form. The endings will be the same as regular commands (seguir, caer, hacer, oír, poner, salir, venir, tener, traer, ofrecer).**
* **I can conjugate verbs ending in *–car,-gar,-zar* and understand that they require spelling changes to keep the pronunciation consistent.**
* **I can discuss the fact the the Tú command has a different form for negative commands.**
* **I understand and can use Tú, Usted and Ustedes command forms in the appropriate situation and context.**
* **I can correctly conjugate the Nosotros command forms.**
* **I understand that to form the Nosotros command forms I need to start with the “yo” form of the verb, drop the “-o” and add the appropriate ending.**
* **I understand that if a verb has an irregular “yo” form if also appears in the Nosotros command (ie. digo—digamos, conozco—conozcamos).**
* **I understand that some verbs are irregular in the Nosotros command form and are NOT created using the “yo” form (ie. dar, estar, saber, ser).**
* **I understand that another way to say “let’s do something” is to use the “ir+a+infinitive” construction in Spanish.**
* **I can form reflexive verbs in the Nosotros command form by dropping the final “-s” of the command form before attaching the reflexive pronoun “nos” in the AFFIRMATIVE form.**
* **I can correctly conjugate verbs in the Conditional tense.**
* **I can conjugate regular *–ar,-er,-ir* verbs in the Conditional tense by using the infinitive as my stem and adding the appropriate endings.**
* **I can conjugate irregular *–ar,-er,-ir* verbs in the Conditional tense by using the correct irregular stem (dir\_, har\_, sabr\_, tendr\_, saldr\_, etc).**
* **I can use the Conditional tense to talk about what one should, could, or would do.**
* **I can use the conditional tense to talk about what would happen under certain circumstances and to make polite requests.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 2 Etapa 2 Un planeta en peligro**

* **I can use new vocabulary to talk about the ecology, its problems and possible solutions.**
* **I can discuss what steps are being taken to protect and preserve the ecology in my own community as well as around the world.**
* **I can plan a campaign to encourage others to take a stand to protect our surroundings and the world around us.**
* **I can conjugate verbs using the Present Subjunctive.**
* **I can conjugate regular –ar,-er,-ir verbs in the Present Subjunctive.**
* **I can conjugate –car,-gar,-zar verbs in the Present Subjunctive.**
* **I can conjugate irregular verbs in the Present Subjunctive.**
* **I can conjugate stem-changing verbs in the Present Subjunctive.**
* **I understand the verbs and the expressions that require the use of the Present Subjunctive.**
* **WEDDING**
* **ESCAPA--introduction**
* **DEL MATCHA (L’MATCHED)--introduction**
* **I can conjugate verbs in the Present Perfect Subjunctive.**
* **I understand the context in which to use the Present Subjunctive and the Present Perfect Subjunctive.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 2 Etapa 3 La riqueza natural**

* **I can identify new vocabulary associated with nature, wildlife, camping and weather.**
* **I can review and reinforce the conjugation of verbs using the Present Subjunctive.**
* **I can conjugate regular –ar,-er,-ir verbs in the Present Subjunctive.**
* **I can conjugate –car,-gar,-zar verbs in the Present Subjunctive.**
* **I can conjugate irregular verbs in the Present Subjunctive.**
* **I can conjugate stem-changing verbs in the Present Subjunctive.**
* **I can review and reinforce the verbs and the expressions that require the use of the Present Subjunctive.**
* **WEDDING**
* **ESCAPA**
* **DEL MATCHA (L’MATCHED)**
* **I understand the difference between Adverbial Clauses (ESCAPA & DEL MATCHA) and their useage.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short selection in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 3 Etapa 1 ¡Al fin la graduación!**

* **I can use the new vocabulary to talk about major life events and celebrations (ie. graduation, the future, family gatherings).**
* **I can distinguish the difference between WEDDING, ESCAPA and DEL MATCHA in a contextualized paragraph.**
* **I can conjugate verbs in the Imperfect Subjunctive mood.**
* **I can conjugate regular –ar,-er,-ir verbs in the Imperfect Subjunctive.**
* **I can conjugate irregular verbs in the Imperfect Subjunctive and understand that the stem is formed from the “ellos/ustedes” form of the Preterite tense.**
* **I can conjugate stem-changing verbs in the Imperfect Subjunctive.**
* **I can use verbs in the Imperfect Subjunctive mood in the appropriate context.**
* **I can listen to a native speaker and understand what he/she says.**
* **I can detect vocabulary words in a short listening activity.**
* **I can summarize the events of a listening activity. I can identify the main idea of a listening activity.**
* **I can read a short story (*Lazarillo de Tormes*) in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 3 Etapa 2 ¡Próspero Año Nuevo!**

* **I can use the new vocabulary to talk about major holidays in the Spanish-speaking world and in connection with those of my own culture.**
* **I can identify and describe foods that are served for major holidays in Spanish-speaking countries.**
* **I can use common expressions and verbs associated with holidays and celebrations.**
* **I can use sentences composed of a “Si clause” and a main clause to:**
* **Predict a future result based on an initial action, and**
* **To say what things would be like if circumstances were different.**
* **I can read a short story (*Lazarillo de Tormes*) in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a composition in the target language.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a short presentation in the target language.**
* **I can incorporate new vocabulary and grammar in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**

**Unidad 3 Etapa 3 Celebraciones de patria**

* **I can use the new vocabulary to describe historic events and identify the different parts of a government.**
* **I can use the new vocabulary to express my ideas and opinions of government and politics.**
* **I can do a summary review of all of the conjugations and uses of the Present Subjunctive.**
* **I can use a context to determine what Subjunctive mood to use to complete an idea (Present subjunctive, Present Perfect Subjunctive, Imperfect Subjunctive).**
* **I can identify the Sequence of tenses related to the Subjunctive mood.**
* **I can read a short story (*Lazarillo de Tormes*) in Spanish.**
* **I can infer meaning and information from the selection.**
* **I can recall information from a previous reading.**
* **I can make predictions based on the reading.**
* **I can make connections to the real world.**
* **I can write a research paper dealing with a social problem related a summative study of the vocabulary.**
* **I can incorporate vocabulary and grammar.**
* **I can express my thoughts cohesively. (tú / Ud., present/past/future, no English)**
* **I can produce the language appropriately and accurately.**
* **I can include transitions and a logical flow of my ideas.**
* **I can incorporate humor, inflection, idiomatic expressions, and a large variety of words/ sentence structures.**
* **I can participate in a presentation in the target language based on the short story *Lazarillo de Tormes*.**
* **I can incorporate new vocabulary introduced in the short story and grammar studied this semester/year in the presentation.**
* **I can speak naturally and effectively communicate my ideas in the presentation.**
* **I can include unique, imaginative ideas in the conversation and speak with great expression.**
* **I can make real world connections to the action in the short story.**