



**Spanish 3 PAP Immersion
Year at a Glance (YAG)
2022-2023**



First Semester

1st Nine Weeks – 40 days
(August 16th – October 13th)
(September 6th – Labor day – No School)
(October 11th – Staff Development)

<p>TEKS</p> <p>Interpersonal Communication: <i>Speaking and writing.</i> Unit 1 - 1A, 1B, 1D, 1E, 1F Unit 1 - 1A, 1B, 1C, 1D, 1E, 1F Unit 1 - 1A, 1B, 1C, 1D, 1E</p> <p>Interpretive Communication: <i>reading and listening.</i> Unit 1 - 2B, 2C Unit 1 - 2B, 2C, 2D Unit 1 - 2B, 2C</p> <p>Presentational Communication: <i>speaking and writing.</i> Unit 1 - 3A, 3B Unit 1 - 3A, 3B Unit 1 - 3A, 3B</p>	<p>Thematic Unit 1 - ¿Sueño o Realidad?</p> <p>Students will interpret reading by Jorge Luis Borges, <i>El Otro</i> and will expand their vocabulary and grammar skills, all connected to the theme of “dream or reality”. Students will develop the knowledge and skills to analyze and interpret literary works.</p> <p>Grammar study 1 - Review of the present tense (regular and irregular verbs), Preterite (regular and irregular), and imperfect tenses.</p> <p>Literary reading: Short narrative Read <i>El Otro</i> by Jorge Luis Borges</p> <p>Unit 1 Project- Students will be assessed on four different skills- interpersonal speaking, interpretive listening, presentational communication in speaking and writing.</p> <p>Communication Can Do Statement</p> <ul style="list-style-type: none"> Listen to and read about the “realismo mágico” era. Talk and write about an analysis of realism literature. Use the present tense to communicate personal opinions and ideas on Borge’s literary work. <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> Learn about Jorge Luis Borges and his professional work. <p>Thematic Unit 2 - La Guerra Civil Española & Guernica</p> <p>Students will learn about the Spanish Civil War in the 1930s and its consequences. They will cover important aspects of the masterpiece Guernica by Pablo Picasso and its significance based on the history behind it.</p> <p>Culture- Students will learn about Pablo Picasso and his style of art.</p>	<p>Resources</p> <p>Ch 1: Encuentros Maravillosos pp.1-9, 9-12</p> <p>Ch 2: Encuentros Maravillosos pp. 30-34</p>
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First Semester

2nd Nine Weeks – 43 days
(October 14th – December 17th)
(November 22nd – 26th – Thanksgiving Break)
(December 20th – December 31st – Holiday Break)

<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> Ch8A - 1A, 1B, 1C, 1D, 1E Ch8B - 1A, 1B, 1C, 1D, 1F Ch9A - 1A, 1B, 1C, 1D, 1E, 1F Ch9B - 1A, 1B, 1E, 1E, 1F</p> <p>Interpretive Communication: <i>reading and listening.</i> Ch8A - 2B, 2C, 2D Ch8B - 2A, 2B, 2C, 2D Ch9A - 2A, 2B, 2C Ch9B - 2B, 2C</p> <p>Presentational Communication: <i>speaking and writing.</i> Ch8 - 3A, 3B Ch8B: - 3A, 3B Ch9A - 3A, 3B Ch9B - 3A, 3B</p>	<p>Thematic Unit 2 continuation - La Guerra Civil Española & Guernica Students will learn about the Spanish Civil War in the 1930s and its consequences. They will cover important aspects of the masterpiece Guernica by Pablo Picasso and its significance based on the history behind it.</p> <p>Grammar study 2 - Review Preterite (regular and irregular), and imperfect tenses. Preterite vs Imperfect.</p> <p>Literary reading: fictional book La hija del sastre - chapters 1- 15</p> <p>Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to and read about the Spanish Civil War. ● Talk and write about Guernica and Pablo Picasso. ● Use the past and preterite tense to communicate about what happened in the past <p>Culture Can Do Statement</p> <ul style="list-style-type: none"> ● Learn about the Spanish Civil War. ● Learn and talk about the dictatorship of Francisco Franco. ● Understand Pablo Picassos’ work based on cultural events. ● Learn about the life of Pablo Picasso. ● The bombing of the small village of Guernica in Spain during the Spanish Civil War 	<p>Resources</p> <p><i>La hija del sastre</i> reading book</p> <p>Flipgrid- record review on chapters 1-4</p> <p>Picasso’s mural, Guernica- review history, describe, and analyze.</p> <p>Quizlet- vocabulary, characters, and chapter reviews</p> <p>Novel- <i>La hija del sastre</i> reading book Edpuzzle- La guerra civil Española (https://youtu.be/49yAvSBKrUg - look for edited version on Edpuzzle) Vocabulary</p>
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Second Semester		
3rd Nine Weeks – 45 days (January 3 rd – March 4 th) <i>(January 17th – MLK – No School)</i> <i>(February 21st - Staff Development)</i> <i>(January 26th - Early Release)</i> <i>(March 7th – 11th – Spring Break)</i>		
<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> SPN 3.1 - A, B, C, D, E SPN 3.2 - A, B, E</p> <p>Interpretive Communication: <i>reading and listening.</i> SPN 3.1 - A, B, C, D SPN 3.2 - A, B, C, D</p> <p>Presentational Communication: <i>speaking and writing.</i> SPN 3.1 - A, B, C SPN 3.2 - A, B, C</p>	<p>Thematic Unit 3 - El mundo hispanohablante e Inmigración Students will learn the geography and information of the Spanish-Speaking Countries, including land and water forms.</p> <p>Grammar study 3 - Review of the present perfect tense (regular and irregular verbs) and pluscuamperfecto (regular and irregular).</p> <p>Literary reading: fictional book Esperanza - chapters 1- 12</p> <p>Spanish-Speaking Country Presentation- Students will do research on a spanish speaking country and present all relevant information including geography learned from vocabulary list.</p> <p>Unit 1 Project- Students will be assessed on four different skills- interpersonal speaking, interpretive listening, presentational communication in speaking and writing.</p>	<p>Resources</p> <p>ESPN en Español news videos for table conversations</p> <p>Quizlet- El Mundo Hispanohablante: Formas de agua y de tierra</p> <p>Quia exercises and practices</p> <p>Novel- <i>Esperanza</i> reading book Vocabulary</p>
Second Semester		
4th Nine Weeks – 45 days (March 14 th – May 25 th) <i>(April 8th – Battle of Flowers – No School)</i> <i>(April 15th – Good Friday – No School)</i> <i>(May 25th – Last Day of School - Early release)</i>		
<p>TEKS Interpersonal Communication: <i>Speaking and writing.</i> SPN 3.3 - A, B, C, D, E, F SPN 3.4 - A, B, C, D, E</p> <p>Interpretive Communication: <i>reading and listening.</i> SPN 3.3 - A, B, C, D SPN 3.4 - A, B, C, D</p>	<p>Thematic Unit 4 - El arte y su impacto en el mundo hispanohablante Students will learn about various artists from the Spanish-speaking world and will learn how to talk about, describe, and explain masterpieces</p> <p>Grammar study 4- Review of the Subjunctive tense (regular and irregular verbs)</p> <p>Communication Can Do Statement</p> <ul style="list-style-type: none"> ● Listen to and read about various Spanish-speaking artists ● Talk and write famous paintings and masterpieces. ● Share opinions about art in the Spanish-speaking world. 	<p>Resources</p> <p>Nearpod- Las partes del habla (Español)- https://share.nearpod.com/vmNQ/CQx4i5</p> <p>Edpuzzle- El subjuntivo</p> <p>Edpuzzle- Frida Kahlo- https://edpuzzle.com/media/5e9d23dbd243c23ee1832c71</p> <p>Edpuzzle- Diego Rivera- https://edpuzzle.com/media/5e9d1c3c308d313f00c09a65</p> <p>Edpuzzle- José Guadalupe Posada- https://edpuzzle.com/media/5e9d27e09e169b3ee7a09985</p>



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<p>Presentational Communication: <i>speaking and writing.</i> SPN 3.3 - A, C SPN 3.4 - A, B, C</p>	<p><i>Culture Can Do Statement</i></p> <ul style="list-style-type: none"> • Learn about artists such as Pablo Picasso, Diego de Velázquez, El Greco, Frida Kahlo, Diego Rivera, Fernando Botero, José Guadalupe Posada, and more • Learn about characteristics of art in various periods of time • Learn about the story behind Las Meninas of Diego de Velázquez <p>Literary reading: fictional book El Misterio de Velázquez - chapters 1- 15, chapters 16-23</p>	<p>Novel- <i>El misterio de Velázquez</i> reading book Quizlet- el arte: expresión personal y cultural (vocabulario básico) Quia- ejercicios de práctica del vocabulario de arte</p>
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