Unit 3: ¿Qué Haces Para Estar En Forma?  
**Spanish III**  
12 Class Meetings

### Essential Questions

- How do I use another language to communicate with others?
- What strategies can I use to communicate more effectively?
- What is the Spanish-speaking world like?
- What can I learn about my own language and culture from the study of others?
- How do I demonstrate an understanding of the similarities, differences, and interactions across cultures and languages?
- How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

### Enduring Understandings with Unit Goals

- **EU #1:** Communicating in at least one other language allows people to obtain information, express feelings, exchange opinions with a wider audience, and gain knowledge of other cultures.  
  - Communicate in languages other than English.
- **EU #2:** Identifying Spanish-speaking countries and recognizing cultural differences between these countries helps one gain new perspectives to ultimately aid in language comprehension.  
  - Gain knowledge and understanding of other cultures.
  - Connect with other disciplines and acquire information.
- **EU #3:** Learning another language encourages further participation in multilingual communities both within and beyond the school setting.  
  - Participate in multilingual communities at home and around the world.
- **EU #4:** Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.  
  - Develop insight into the nature of language and culture.

### Connecticut State Standards

**Common Core State Standards/College and Career Readiness Anchor Standards:**  
Literacy: Writing 9 - 12:  
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Common Core of Learning/World Language:** In at least one language other than English

**COMMUNICATION**

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
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- **Standard 1.3**: Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

**CULTURES**  
- **Standard 2.1**: Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

**CONNECTIONS**  
- **Standard 3.1**: Students will reinforce and expand the knowledge of other areas of study through the world language.
  - **Standard 3.2**: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

**COMPARISONS**  
- **Standard 4.1**: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

**COMMUNITIES**  
- **Standard 5.1**: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

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**MSMHS 21st Century Learning Expectations**

<table>
<thead>
<tr>
<th>Competency 1:</th>
<th>Read and write effectively for a variety of purposes.</th>
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<tbody>
<tr>
<td>Competency 2:</td>
<td>Speak effectively with a variety of audiences in an accountable manner.</td>
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<td>Competency 8:</td>
<td>Take responsibility for his/her own learning and behavior.</td>
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<td>Competency 9:</td>
<td>Value human, cultural, and natural diversity.</td>
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**Unit Content Overview**

- **Vocabulary**:
  - Daily Conversation (greetings, date, time, etc.)
  - Fruits and Vegetable
  - Descriptions words
  - Breakfast, Lunch and Dinner
  - Symptoms and Remedies
  - Health, Food, and Nutrition
  - Physical Fitness and Exercises
  - Giving Advices

- **Grammar**:
  - Direct Objects Pronouns
  - Indirect Objects Pronouns
  - Affirmative commands with “Tú”
  - Affirmative and negative commands with “Ud.” and “Uds.”
  - Subjunctive: Regular, irregular, and stem-changing

- **Culture**:
  - Rufino Tamayo
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- Healing Plants in Latin America
- Eating habits of Spanish Teenager
- World Health Day
- Physical Education in Spain
- Mayan Ball Game
- Teen Magazines

Learning Objectives

Students will be able to...

- Use basic greetings, farewells, and expressions of courtesy in both oral and written forms.
- Talk about symptoms and remedies.
- Give advice about health and nutrition.
- Express how they feel under certain circumstances.
- Tell others what to do or not to do.
- Understand and discuss cultural perspectives about health, physical fitness and nutrition.
- Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- Recognize similarities and differences in sound systems, writing systems, cognates, gender, and level appropriate idioms.
- Read, summarize, and discuss information regarding the Hispanic and Spanish culture.

Assured Learning Experiences

Differentiated Instruction / Instructional Strategies:

- Daily Routines
- Lecture (PowerPoint, Websites) with note taking
- Teacher modeling
- TPR - Total Physical Response
- Listening comprehension exercises (audiovisual material, music)
- Flexible grouping
- Cooperative learning projects/presentations
- Class discussion
- Examination of exemplary student work
- Student self-assessment
- Graphic organizers and maps
- Guided reading and writing skills practice
- Online lab
- Videos (Pearson, YouTube, DVDs)
- Oral Class Participation
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#### Reading and Writing: Developing Literacy in Context:
- **Total class modeling:**
  Examples include group frame, cooperative strip paragraph, poetry frames, read aloud, shared reading & writing, interactive writing, story map.
- **Small groups scaffolding:**
  Examples include pairs ear-to-ear reading of known books and poetry to develop fluency, team tasks, team cooperative strip paragraph, team poetry/found poetry, team projects, collaborative posters, team collaborative dialog for performance as skit, choral reading/reader’s theatre
- **Individual work:**
  Examples include learning logs, interactive journals, storyboards, genres, etc.

#### Interdisciplinary Connections:
- Fine Arts
- History
- Science

#### Assessments

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<tr>
<th>TYPE</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td><strong>FORMATIVE ASSESSMENTS:</strong></td>
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<tr>
<td>Journals</td>
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<td>Homework</td>
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<td>Discussions</td>
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<td>Observations during class activities</td>
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<td>Oral class participation</td>
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<td>Oral Presentation: “Una Vida Más Sana”</td>
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<tr>
<td>Rubric 2: Accountable Talk - Student speaks effectively with a variety of audiences in an accountable manner.</td>
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<td><strong>SUMMATIVE ASSESSMENTS:</strong></td>
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<tr>
<td>2 Vocabulary Quizzes</td>
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<tr>
<td>1 Unit Quiz: Vocabulary, Grammar and Skills</td>
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<tr>
<td>1 Unit Test: Vocabulary, Grammar, Culture and Skills</td>
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<td>Final Project: “Por Una Vida Más Saludable”</td>
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<td>Rubric 1: Communication - Student reads and writes effectively for a variety of purposes.</td>
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