**LEARNER PROFILE: LEVEL 3**

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| --- |
| By the end of your first year of language study, you can … |

**So, at the end of Level 3…**

**What can you say and write?**

You can …

**What can you understand when you listen?**

You will …

**What can you understand when you read?**

You will …

**UNIT 1: ¿Cómo te llevas con los demás?** (Realidades: Capítulo 4)

**Enduring Understanding(s):** (Realidades: página 159)

* Express how you relate to friends and family
* Explain what is needed to maintain friendships
* Express how you feel under certain circumstances
* Talk about family conflicts and how to resolve them
* Understand cultural perspectives on dealing with friends and family

**Theme: Between you and Me**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| * I can understand when people talk about relationships. * I can understand when someone is talking about a relationship problem. * I can understand how someone is feeling. | * I can read celebrity gossip columns. * I can understand a status update or text from a friend | * I can discuss what’s going on in my relationships. * I can tell someone how I feel about things in my relationships. * I can share information about other people’s relationships * I can complain to someone about certain situations that happen in my relationships * I can apologize and explain why I am wrong. | * I can describe relationships in my life. * I can describe the characteristics of a good/bad friend. * I can describe my ideal relationship. | * I can describe relationships in my life. * I can describe the characteristics of a good/bad friend * I can describe my ideal relationship. |

\*Essential Structures/Grammar:

- (text p.17) Regular Verbs in preterite - (text pp. 42, 44) Regular verbs in imperfect

-Ar, -Er, -Ir - Irregular verbs in imperfect

- Irregular preterite -Ir, Ser, Ver

- (text p. ) Ir/ Ser, Dar, Ver,

- (text pp.31, 341) Decir, Estar, Poder, Poner, Querer, Saber, Tener, Andar, Venir, Traer, Hacer, \*Caber, \*Haber

- (text p.19) car, -gar, -zar

-Stem changers (text pp.30, 33): Dormir, Sentir, Caer, Leer, Pedir

\*Triggers for preterite: (exact time frame/ reference) ayer, anoche, anteayer, el día pasado, la semana pasada, la primavera, el otoño, el invierno, el verano, hace (time #) que + preterite

\*Triggers for imperfect: (background information/ description)

**Key vocabulary: (text p. 154, 156, 196)**

sorprender(se)

temer

aceptar tal como (soy)

cambiar de opinión

juntos, -as

tener en común

tener celos

amable

cariñoso, -a

celoso, -a

chismoso, -a

comprensivo, -a considerado, -a

egoísta

entrometido, -a

honesto, -a

íntimo, -a

sincero, -a

vanidoso, -a

la amistad

la confianza

la cualidad

el secreto

atreverse

confiar (i > í)

contar con

desconfiar

esperar

guardar (un secreto) mejorar

la armonía

el comportamiento

el conflicto

la explicación

el malentendido

la pelea

acusar

colaborar

criticar

estar equivocado, -a ignorar

pedir perdón

perdonar

ponerse de acuerdo reaccionar reconciliarse

reconocer

resolver

la diferencia de opinión hacer caso a

hacer las paces

Ojalá

pensar en sí mismo(a)

¡Qué va!

tener la culpa

¡Yo no fui!

Formative Assessment:

Summative Assessment:

**UNIT 2: ¿Cómo te expresas?** (Realidades: Capítulo2)

**Enduring Understanding(s)**: (Realidades: página 67)

* Talk about the arts
* Give an opinion about a work of art
* Relate the arts to your own experience
* Describe how people express themselves
* Narrate events in the past
* Discuss some important artists of the Spanish-speaking world

**Theme: El arte**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| * I can understand other’s opinions about the arts * I can understand a short video or commentary about the arts. | * I can understand a critique or review about the arts * I can understand a description of an art form in a magazine or website. | * I can ask and answer questions about the arts. * I can give my opinion about the an art form * I can give and explain my interpretation to a piece of art. | * I can talk about what arts I am (not) interested in and how they impact my life. * I can express how I feel when I see/ experience certain arts. * I can describe what I see or hear in a work of art. | - I can describe a work of art.  - I can write a review about an art form and express my opinion. |

\*Essential Structures/Grammar:

- (text p. 76.) Uses of preterite vs. imperfect tense uses

- (text p. 79.) Past participles

- (text p. 88) Ser vs. Estar

- (text p. 90) Verb differences in meaning preterite and imperfect

**Key Vocabulary (text p. 62, 64, 104)**

Mostrar (ue)

Parado, -a

Sentado, -a

Volverse (ue)

El movimiento

La cerámica

La escultura

El mural

La pintura

El autorretrato

La naturaleza muerta

El retrato La paleta El pincel

El / la escultor(a)

Abstracto, -a

Expresar(se)

Famoso, -a

La figura

El fondo

La fuente de inspiración

La imagen

Influir (i>y)

Inspirar

La obra de arte

El primer plano

Representar

El sentimiento

El siglo

El tema

El aplauso

El espectáculo

El / la escritor(a)

El / la poeta

La entrada

El escenario

El micrófono

A través de

Pararse

Parecerse (a)

El poema

Realizar

La reseña

Sonar (ue) (a)

El taller

Clásico, -a

El compás

El conjunto

La danza

La letra

La melodía

El paso

El ritmo

El tambor

La trompeta

Actuar

Destacar(se)

El entusiasmo

Exagerar

El gesto

Identificarse con

La interpretación Interpretar

Formative Assessment:

Summative Assessment:

UNIT 3: **¿Qué haces para estar en forma?** (Realidades: Capítulo 3)

**Enduring Understanding(s)**: (Realidades: página 113)

* Talk about symptoms and remedies
* Give Advice about health and nutrition
* Express how you feel under certain circumstances
* Tell others what to do
* Understand cultural perspectives about health, physical fitness, and nutrition

**Theme: La Salud**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| - I can understand information about health advice and suggestions.  - I can understand information about menus, nutrition, and the preparation and quality of foods.  -I can understand information about out physical and mental health, exercise, illnesses, and remedies.  (realidades 112) | - I can understand information about menus, nutrition, and the preparation and quality of foods.  -I can understand information about out physical and mental health, exercise, illnesses, and remedies.  (realidades 112) | - I can talk about menus, nutrition, and the preparation and quality of foods.  - I can talk about physical and mental health, exercise, illnesses, and remedies  (realidades 112) | - | - |

\*Essential Structures/Grammar:

**Review:**

Direct object pronouns (p.109)

Indirect object pronouns (p.111)

**New:**

Positive tú commands (p.121)

Negative tú commands (p.122)

+/- formal commands

Regular subjunctive verbs (p.132)

Irregular subjunctive-dar, estar, haber, ir, saber, ser ( p.135)

Stem changing subjunctive verbs (p.137)

**Key Vocabulary (Realidades: página 150)**

|  |  |  |  |
| --- | --- | --- | --- |
| la alimentación  los alimentos  apropiado  el calcio  el carbohidrato  la comida basura  la dieta  la energía  equilibrado  la estatura  la fibra  el hábito alimenticio  el hierro  lleno | la merienda  nutritivo  la proteína  saludable  vacío  la vitamina  aunque  la manera  el nivel  la alergia  el antibiótico  la aspirina  estar resfriado  estornudar  la fiebre  el grado centígrado  la gripe  el jarabe  la tos  el oído  el pecho | contener  evitar  incluir  saltar (una comida)  tomar  débil  fuerte  el corazón  el músculo  aconsejar  desarrollar  exigir  quejarse  los abdominales  el calambre  los ejercicios aeróbicos  estar en forma  estirar  flexionar  la fuerza  hacer bicicleta  hacer cinta  hacer flexiones  relajar(se)  respirar  el yoga | la edad  el peso  aguantar to endure  el consejo  caerse de sueño  concentrarse  confianza en sí mismo  estar de buen humor  el estrés stress  estresado, -a stressed out  preocuparse to worry  sentirse fatal to feel awful |

Formative Assessment:

Summative Assessment:

**UNIT 4: Trabajo y comunidad** (Realidades: Capítulo 5)

**Enduring Understanding(s)**: (Realidades: página 205)

* Talk about ways of getting a job
* Describe skills and abilities needed to perform a job
* Talk about opportunities for volunteer work in your community
* Explain how you can help your community
* Understand cultural perspectives on dealing with student jobs and volunteer work

**Theme: El trabajo y el ocio**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| - I can understand information about jobs.  - I can understand information about personality traits.  - I can understand information about emergencies, volunteer organizations, and community activism. | - I can understand a classified ad. | - | - | - I can answer a job announcement (solicitar empleo). |

\*Essential Structures/Grammar:

**Review**

* Present Participle pg. 201
* Where to place reflexive and object pronouns(review) pg. 203

**New**

* Present Perfect pg. 214
* Pluperfect pg. 217
* Present Perfect of Subjunctive pg. 227
* Demonstrative Adjectives and Pronouns pg. 229

Pg. 200,202 pg. 242

Formative Assessment:

Summative Assessment:

UNIT 5:

Enduring Understanding(s):

Theme:

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| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| - | - | - | - | - |

\*Essential Structures/Grammar:

Formative Assessment:

Summative Assessment:

UNIT 6:

Enduring Understanding(s):

Theme:

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| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| - | - | - | - | - |

\*Essential Structures/Grammar:

Formative Assessment:

Summative Assessment:

UNIT 7:

Enduring Understanding(s):

Theme:

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| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading | Listening/Speaking or Reading/Writing | Speaking | Writing |
| - | - | - | - | - |

\*Essential Structures/Grammar:

Formative Assessment:

Summative Assessment: