

Checkpoint A has a goal of students attaining a Intermediate High Proficiency: Intermediate High learners are usually comprehensible to most native speakers of the language.

<b>Months/Standard</b>	<b>Unit/Topic</b>	<b>Essential Skills: What do students absolutely need for the next level?</b>	<b>Resources Used</b>	<b>Assessment</b>
<p>September – October</p> <p>Standards/performance indicators below are applied to the context of each topic</p> <p><b>Communication:</b></p> <p>I can identify the topic and some isolated facts in short informational and literary texts as well as understand familiar questions and statements from simple sentences in conversations that are spoken, written or signed</p> <p>I can request and provide information, and meet basic needs; express, ask about, and react to preferences, feelings, or opinions on familiar and everyday topics, using a mixture of simple sentences and some original questions in conversations, most of the time</p> <p>I can present information about my life and activities, and state preferences and opinions on familiar and everyday topics.</p>	<p>Identity and Family life</p>	<p>Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, birth, coming of age, marriage, death &amp; funerals, house, apartment, country home, rooms, furnishings, garden</p>	<p>Avancemos text</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>

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<p>using simple sentences, most of the time, through spoken, written or signed language</p> <p><b>Culture:</b> I can identify cultural products and practices in my own and other cultures to help me understand perspectives using simple sentences with graphic or visual support.</p> <p>I can identify comparisons of practices and products of the target cultures with my own culture, using phrases and simple sentences with graphic or visual support</p>				
<p>November – December</p> <p>Standards/performance indicators are applied to the context of each topic</p>	<p>Physical Environment, Geography, &amp; Travel</p>	<p>City and town, weather, animals, calendar, natural disasters, time Relevant geography (e.g., Asia Minor) Roads, modes of travel, mail and letter writing</p>	<p>Avancemos text</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>

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<p>January – February</p> <p>Standards/performance indicators are applied to the context of each topic</p>	<p>Daily Life &amp; Societal Institutions</p>	<p>Pastimes, athletics, circus, arena, baths, theatre Everyday family fare, banquets Number system, school life, preparation and training for occupations, structure and curriculum Social class structure</p>	<p>Avancemos text</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>
<p>March – April</p> <p>Standards/performance indicators are applied to the context of each topic</p>	<p>History, Government, &amp; Economics</p>	<p>Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, law, economic class structure, shops, commerce and trade, coinage</p>	<p>Avancemos text</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>
<p>May – June</p> <p>Standards/performance indicators are applied to the context of each topic</p>	<p>Religion, Myths, &amp; Legends Literature, Architecture, &amp; Art</p>	<p>Deities: functions and attributes, traditions and customs, festivals and holidays, augury, sacrifice Gods, goddesses, heroes, traditional stories and folklore, Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting,</p>	<p>Avancemos text</p>	<p>End of unit assessment Vocabulary quizzes Presentational writing Response to listening</p>

Subject: \_\_Spanish 3

Grade: Checkpoint C

Months : September – June

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		sculpture, literature, oratory and rhetoric, philosophy		
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