

Kolbe Academy Home School

HIGH SCHOOL SPANISH 3 *¡Avancemos! 3*

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COURSE TITLE: Spanish 3

COURSE TEXTS & RESOURCES:

- ❖ Gahala, Estella, et al. *¡Avancemos! 3*. Holt McDougal/Houghton Mifflin Harcourt, 2013.
- ❖ Student Online Access: purchased through the Kolbe Academy Bookstore
Provides access to:
 - Digital Text
 - Audio Files
 - Video Files
 - Cuaderno (workbook) exercises
- ❖ Parent/Instructor Online Access: registration instructions sent by e-mail with course enrollment or textbook purchase.
Provides access to:
 - PDF copy of Instructor's Text Book (includes answers for textbook exercises)
 - Answer keys for "Did You Get It?" worksheet exercises
 - "Back to School Resources" worksheets and answer key
 - Kolbe Academy's *Avancemos Online Resources Manual*
- ❖ Kolbe Academy's *Avancemos Online Resources Manual*: provided in Kolbe Academy's Parent Portal and on Kolbe Academy's website.
- ❖ Kolbe Academy's Grading Guide for Spanish 3 Speaking and Writing Assignments: provided in the appendix of this course plan.

RECOMMENDED MATERIALS/RESOURCES:

- ❖ Note cards for making vocabulary flash cards
- ❖ Spanish-English dictionary (*not required but recommended*). Alternatively, <http://www.wordreference.com/> is a good, free, online Spanish-English dictionary, however parents should be aware that this website uses ads.
- ❖ <http://spanish.typeit.org/>, is a free website for typing special Spanish characters.

COURSE OBJECTIVES:

- ❖ Continue to build upon Spanish vocabulary to include topics listed in Scope and Sequence
- ❖ Learn and use the grammar and structures presented as listed in Scope and Sequence
- ❖ Continue to create with the language and express personal meaning on a variety of topics related to oneself and one's community

SKILLS TO BE DEVELOPED:

- ❖ Confidence in the use of the Spanish language
- ❖ Knowledge of the rules of Spanish grammar and composition
- ❖ Ability to read, write, speak and understand the Spanish language at the Intermediate Mid to Intermediate High proficiency level on topics listed in Scope and Sequence in paragraph-length discourse
- ❖ Use of circumlocution to negotiate meaning in interpersonal communication
- ❖ Emerging ability to express opinions, hopes and wishes for the future, hypothesize, narrate and describe events in past, present and future time frames, and give polite and familiar commands

SCOPE AND SEQUENCE OF COVERED MATERIAL:

- ❖ **Lección Preliminar** - Vocabulary: Talking about yourself and your friends; Saying what you know how to do; Talking about people and places you know; Describing your daily routine; Making comparisons. Grammar: Verbs like gustar; Present tense of regular, irregular, stem-changing and reflexive verbs; Present tense of decir, tener, venir and yo verbs; Saber vs. conocer; Ser vs. estar.
- ❖ **Unidad 1** - Vocabulary: Camping and outdoor activities, Nature; Family relationships; Beach activities. Grammar: Preterite of regular and irregular verbs; Imperfect tense; Preterite vs. imperfect.
- ❖ **Unidad 2** - Vocabulary: Volunteer activities; Fundraising campaigns; Requests and recommendations; Media. Grammar: Tú, Ud., Uds. and nosotros commands; Pronouns with commands; Impersonal expressions + infinitive.
- ❖ **Unidad 3** - Vocabulary: Environmental concerns; Social awareness; Promoting a business product; Presenting and supporting opinions. Grammar: Future tense; Por vs. para; Present subjunctive of regular and irregular verbs; Spelling changes in present subjunctive verbs.
- ❖ **Unidad 4** - Vocabulary: Describing others; Professions; Expressing positive and negative emotions; Supporting opinions. Grammar: Subjunctive with verbs of hope, influence, doubt and emotion.
- ❖ **Unidad 5** - Vocabulary: Travel preparations; Computers; Requirements and conditions; Participating in a group discussion; Leisure activities. Grammar: Subjunctive with conjunctions; Subjunctive with the unknown; Conditional tense; Reported speech.
- ❖ **Unidad 6** - Vocabulary: Places in and around the neighborhood; Things in an apartment or home; Traveling by train; Describing a cultural excursion. Grammar: Past participle as adjectives; Present perfect tense; Past perfect tense; Future perfect tense.
- ❖ **Unidad 7** - Vocabulary: Planning for the future; School activities and events; Part-time jobs; Pursuing a career. Grammar: Imperfect subjunctive; Subjunctive of perfect tenses; Si clauses; Sequence of tenses.

COURSE PLAN “AT A GLANCE” OUTLINE:

SEMESTER 1

Material Covered:

Exam Schedule:

Week 1	Lección Preliminar	
Week 2	Lección Preliminar	
Week 3	Lección Preliminar	
Week 4	Lección Preliminar	Examen: Lección Preliminar
Week 5	Unidad 1, Lección 1	
Week 6	Unidad 1, Lección 1	
Week 7	Unidad 1, Lección 2	
Week 8	Unidad 1, Lección 2	Examen: Unidad 1
Week 9	Unidad 2, Lección 1	
Week 10	Unidad 2, Lección 1	
Week 11	Unidad 2, Lección 2	
Week 12	Unidad 2, Lección 2	Examen: Unidad 2
Week 13	Unidad 3, Lección 1	
Week 14	Unidad 3, Lección 1	
Week 15	Unidad 3, Lección 2	
Week 16	Unidad 3, Lección 2	Examen: Unidad 3
Week 17	Review Week	
Week 18	Semester 1 Final Exam Week	Examen Final

SEMESTER 2

Material Covered:

Exam Schedule:

Week 1	Unidad 4, Lección 1	
Week 2	Unidad 4, Lección 1	
Week 3	Unidad 4, Lección 2	
Week 4	Unidad 4, Lección 2	Examen: Unidad 4
Week 5	Unidad 5, Lección 1	
Week 6	Unidad 5, Lección 1	
Week 7	Unidad 5, Lección 2	
Week 8	Unidad 5, Lección 2	Examen: Unidad 5
Week 9	Unidad 6, Lección 1	
Week 10	Unidad 6, Lección 1	
Week 11	Unidad 6, Lección 2	
Week 12	Unidad 6, Lección 2	Examen: Unidad 6
Week 13	Unidad 7, Lección 1	
Week 14	Unidad 7, Lección 1	
Week 15	Unidad 7, Lección 2	
Week 16	Unidad 7, Lección 2	Examen: Unidad 7
Week 17	Review Week	
Week 18	Semester 2 Final Exam Week	Examen Final

COURSE PLAN METHODOLOGY AND INSTRUCTION:

- ❖ The Kolbe Spanish 3 course plan covers units Preliminar through Unidad 7 of *¡Avancemos!* 3, 2013 edition. Unidad 8 has been purposely left out of the course plan to make for a more streamlined course of study and exam schedule.
- ❖ The online textbook, which is accessed by logging in at <http://my.hrw.com/>, contains the audio-visual program in two formats. The most user-friendly format is built into the pages of the online textbook itself. ***Students merely have to click on the round blue audio icon or video icon on the virtual page next to the corresponding activity to listen. Alternatively, the audio and video files are provided in the Downloads tab.***
- ❖ The student may complete textbook assignments in the digital textbook, if desired. Next to an activity, the student will see a “Q” icon; when it is clicked, a pop-up box appears where the student can type written answers or record a speaking assignment. Some assignments will be auto-graded, others are open-ended and may require the parent to score the answer. To view all the work that student has completed, click on “Performance Space Student Dashboard” on the main page after logging in. While this course plan assigns many of the textbook assignments, parents/teachers are free to adapt the workload to meet the student’s needs.
- ❖ The student is highly encouraged to make use of the many resources available online by logging in at <http://my.hrw.com/>, clicking on “Go to the Online Textbook”, then on the “Student Resources” tab. There will be a number of review activities, games, online flashcards, and self-check quizzes. Of special note on this screen are:
 - @HomeTutor: provides leveled reinforcement for each unit’s including vocabulary, grammar and more
 - Conjuguemos.com: provides customized verb conjugation drills
- ❖ At this level of Spanish, it is essential that students be given as much opportunity as possible to hear and speak Spanish with others on a wide variety of topics. Interpersonal speaking (i.e. conversations) is as important as presentations, so parents should be thinking about how to plan this aspect of the course for their student. Two hours per week, not including time spent on course-related work, would be a good target. Recommendations for these types of assignments will be included in this course plan with the hope that the student would have a conversational partner (another student or sibling, teacher, neighbor, etc.) with whom to converse. In the absence of a speaking partner, the student may say the activity out loud to him/herself and say the role of both people in the conversation. It is also useful to listen to Spanish online and to view YouTube videos to become familiar with the sound of the Spanish language. **(Note: Parents should absolutely preview each video and/or radio broadcast beforehand to make sure it is appropriate for their students)**

- ❖ Memorization is key to learning any language. A diligent student should keep flash cards and devote fifteen to twenty minutes daily simply to memorization, as the more a student is exposed to a new word, the more the word becomes a part of his active vocabulary.

❖ **ASSIGNMENTS:**

1) **Each week the weekly course plan lesson should be read carefully:**

- Each lesson begins with the information covered in *¡Avancemos!* 3 textbook. The audio and video exercises can be found by logging into the publisher's website at <http://my.hrw.com/> and navigating to the desired ebook page, then clicking on the icon for the exercise or activity.
- For writing or speaking exercises, students may type or record their answers in the online textbook by clicking on the "Q" icon next to the desired activity. Some activities are automatically graded. Others are not, and may be handed in for parents to grade.
- The Cuaderno workbook exercises are completed and many are auto-graded online in the Student Resources "Premium" tab.
- The optional Did You Get It? Worksheets and answer keys, provided for extra practice and reinforcement, are available in the parent portal for enrolled students and by request for unenrolled students.
- Textbook activity answers may be found in the teacher's edition of the textbook provided with the Kolbe Parent/Instructor Online Access.
- Answers to the Para y Piensa self-checks start on p. R18 in the back of the textbook.

2) **Abbreviations:**

- **Act.** = Actividades in the textbook
- **C** = Cuaderno (workbook exercises)
- **CD [#], [Track #]** = Audio CD activities will be designated as follows: CD [#], [Track #]. For example, for CD 1 Tracks 1-3, will read: CD1, 1-3
- **DYGI** = Did You Get It? (optional worksheets)
- **Text** = *¡Avancemos!* 3 textbook

DIPLOMA REQUIREMENTS:

Summa Cum Laude diploma candidates are required to follow the Kolbe Core course (K) as outlined in this course plan if they have chosen to use the Spanish language to fulfill two of their four years of foreign language requirement.

Summa students must complete 4 years of foreign language during their high school course of study including Latin 1 and 2 but may choose to study *any* foreign language for the remaining two years.

Magna Cum Laude and **Standard** diploma candidates may choose to follow the Kolbe Core course (K), but are not required to do so, in which case parents may alter the course plan if they choose.

Magna students must complete 3 years of any foreign language during their high school course of study including two years in the same language.

Standard diploma students may complete either 1 year of foreign language or 2 years of visual/performing arts.

KOLBE CORE (K) HIGH SCHOOL COURSES:

To receive the Kolbe Core (K) designation on the high school transcript, be sure to turn in the appropriate sample work as outlined below.

SEMESTER REPORTING REQUIREMENTS:

Designation*	No Designation	K (Kolbe Core)
Course Title	Spanish 3	Spanish 3
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. Completed Examen: Unidad 1 2. Completed Semester 1 Examen Final
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. Completed Examen: Unidad 5 2. Completed Semester 2 Examen Final

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

If the student wishes to have the course distinguished on the transcript with a (K) as a Kolbe Academy Core course, please be sure to send the correct exams and components each semester for verification as specified above. **If no designation on the transcript is desired, parents may alter the lesson plan and any two samples of written and graded work are acceptable to receive credit for the course each semester.**

◆◆◆ FIRST SEMESTER ◆◆◆

KOLBE ACADEMY WELCOME WEEK

- ✓ Read through the Kolbe Academy **Syllabus** and the **Course Plan Methodology** for Spanish 3.
- ✓ Read through the introductory pages of the *¡Avancemos!* 3 textbook and familiarize yourself with the book's organization. Take note also of the ancillary pages at the back of the textbook.
- ✓ Gain access to *¡Avancemos!* 3 Online through the Kolbe bookstore and practice finding and playing the audio and video icons (videos start in Unidad 1). It is also a good idea to run the compatibility checker for the website at <http://my.hrw.com/webchecker?app=hrw> and make sure your pop-up blocker is turned off for this website.
- ✓ Look ahead in the Kolbe syllabus to the coming weeks and make sure you understand what each assignment is and how to find each assignment.
- ✓ Plan how you will approach the speaking aspect of the course, as well as how you will study, such as weekly meetings with a native speaker, making and using flashcards, websites, etc.
- ✓ Review the vocabulary you will be using next week found on p. 25. Make flash cards for memorization purposes. If possible, it is best to be ahead one week with vocabulary.

Note:

*Review all Parent/Instructor Guidelines this week. Remember—Audio and Video assignments are within the online textbook reading or in the Downloads section of the website. When searching for the CD Audio Tracks for each week, make sure you have selected the correct Unit/Lesson in the drop-down menu at the top of the website. Once you have done this, they will appear under the downloads tab.

SEMESTER 1, WEEK 1

Lección Preliminar.

This week's learning objectives are to:

- ✓ Review and practice vocabulary related to self, friends and what one knows how to do
- ✓ Review and practice **gustar** and similar verbs, present tense of regular and irregular verbs, and verbs with irregular yo forms
- ✓ Practice the correct pronunciation of the Spanish letters *b* and *v*
- ✓ Memorize vocabulary related to the above

Note that there are no workbook or video assignments until Unidad 1.

Mis amigos y yo

Text, pp. 0-5

- ✓ Read pp. 0-5 while listening to the corresponding audio files.
- ✓ Do Act. 1-3
- ✓ Do *Para y Piensa* on p. 5. Check yourself at the back of the book. If you got any answers wrong, do extra practice in the resources in the online student login (@Hometutor, Conjuguemos, etc.).
- ✓ Make flashcards using the following list on p. 25: "Talk About Yourself and Your Friends". Also make flashcards for regular -ar, -er, and -ir verbs. Study the flashcards every day.
- ✓ Note that when using **gustar** and similar verbs, the subject and verb are opposite from the way they are in English. For example, in the sentence "I like apples," the subject is *I* and the object is *apples*. In Spanish, the subject would be *apples* and the indirect object would be *me*: "Apples are pleasing to me". **Gustar** therefore needs to agree in number with the thing(s) liked, in this case, apples: *Me gustan las manzanas*. If it's a case of liking an activity, the third person singular, *gusta*, is used followed by the infinitive of the verb. For example, "I like eating apples" becomes *Me gusta comer las manzanas*.
- ✓ Also note that the above rule applies to other verbs such as **interesar** (to interest), **encantar** (to delight), **aburrir** (to bore), **parecer** (to seem).
- ✓ Practice the correct pronunciation of the Spanish letters *b* and *v*

Audio

- ✓ CD 1, 1-3:
 - Mis amigos y yo
 - ¡A Responder!
 - Pronunciación

¿Qué saben hacer?

Text

- ✓ Read pp. 6-11 while listening to the corresponding audio files.
- ✓ Do Act. 4-7
- ✓ Do *Para y Piensa* on p. 9
- ✓ Make flashcards using the following list on p. 25: "What You Know How to Do". Also make flashcards for the forms of the verbs **ser**, **estar**, **ir**, and the irregular yo verbs on p. 9. Study the flashcards every day.
- ✓ Recommended writing assignment: Write a "blog" entry similar to the blog on pages 2-3. Write 3 paragraphs and make sure to include abundant information (description, activities, interests, etc.) about yourself and one friend. See Grading Guide for help with grading.

Audio

- ✓ CD 1, 4-5:
 - ¿Qué saben hacer?
 - ¡A Responder!

SEMESTER 1, WEEK 2	
Lección Preliminar (con'd). This week's learning objectives are to: <ul style="list-style-type: none"> ✓ Review and practice vocabulary related to places around town, daily routine and activities ✓ Review and practice saber vs. conocer, ser vs. estar, and reflexive verbs and pronouns ✓ Memorize vocabulary related to the above 	
¿Lo conoces?	
Text <ul style="list-style-type: none"> ✓ Read pp. 12-15 while listening to the corresponding audio files. ✓ Do Act. 11-13 ✓ Do <i>Para y Piensa</i> on p. 15. Check yourself at the back of the book. If you got any answers wrong, do extra practice in the resources in the online student login (@Hometutor, Conjuguemos, etc.). ✓ Make vocabulary flashcards using the following list on p. 25: "Talk About Places and People You Know". Study the flashcards every day. ✓ Make flashcards for the forms of saber and conocer each on one flashcard with the English translation on the other side. It may be helpful to circle the <i>yo</i> form to indicate its irregularity as compared to the other forms. Note that saber and conocer both mean "to know", however saber means to know facts and how to do something, whereas conocer means to be familiar with people or places or meeting someone for the first time. ✓ Note the differences between when ser and estar are used. Both verbs mean "to be" in English, but ser is used to describe or define traits and characteristics, to indicate professions and tell time, whereas estar is used to describe conditions, feelings and location. 	Audio <ul style="list-style-type: none"> ✓ CD 1, 6-7: <ul style="list-style-type: none"> • ¿Lo conoces? • ¡A Responder!
Mi rutina diaria	
Text <ul style="list-style-type: none"> ✓ Read pp. 16-19 while listening to the corresponding audio files. ✓ Do Act. 15-18 ✓ Do <i>Para y Piensa</i> on pp. 19. Check yourself at the back of the book. If you got any answers wrong, do extra practice in the resources in the online student login (@Hometutor, Conjuguemos, etc.). ✓ Make vocabulary flashcards using the following list on p. 25: "Describe Your Daily Routine". Study the flashcards every day. ✓ Make flashcards for the Spanish reflexive pronouns. On the English side, be sure to write "myself," "yourself," "himself," etc. Also make flashcards for as many reflexive verbs as may be needed (include the reflexive pronoun on the Spanish side). For example "<i>me lavo</i>" / "I wash myself"; "<i>te lavas</i>" / "you wash yourself," etc. Study the flashcards every day. 	Audio <ul style="list-style-type: none"> ✓ CD 1, 8-10: <ul style="list-style-type: none"> • Mi rutina diaria • ¡A Responder! • Hábitos

SEMESTER 1, WEEK 3	
Lección Preliminar (con'd). This week's learning objectives are to: <ul style="list-style-type: none"> ✓ Review and practice vocabulary related to restaurants and food ✓ Review and practice making equal and unequal comparisons ✓ Review present tense verbs and other material from Spanish 2 ✓ Memorize vocabulary related to the above 	
Guía de Restaurantes	
Text <ul style="list-style-type: none"> ✓ Read pp. 20-24 while listening to the corresponding audio files. ✓ Do Act. 19-25 ✓ Do <i>Para y Piensa</i> on pp. 24. Check yourself at the back of the book. If you got any answers wrong, do extra practice in the resources in the online student login (@Hometutor, Conjuguemos, etc.). ✓ Make vocabulary flashcards using the following list on p. 25: "Make Comparisons". Study the flashcards every day. ✓ Recommended speaking assignment: Imagine that you are deciding to go to some of the restaurants on pp. 20-21. Discuss your opinions and decision with someone who understands Spanish. Some questions to consider are 1) Which one will you go to with your family and why? 2) With friends? 3) With your future spouse? 4) What foods will you to try? Segway this into a discussion about restaurants in your area, discussing and exchanging opinions on the above questions. 	Audio <ul style="list-style-type: none"> ✓ CD 1, 11-13: <ul style="list-style-type: none"> • Guía de Restaurantes • ¡A responder! • Arturo y Mariana
Práctica Extra	
<ul style="list-style-type: none"> ✓ Since the type of material covered in Spanish 3 advances quickly, it is important to use the rest of this week to review material presented in Spanish 2 to make sure that the student has a solid foundation on which to build. While it is a good idea to review vocabulary, special emphasis should be placed on reviewing verbs, which are the foundation of communication. Knowing what the different verbs are and how to use them is essential. It would be a good idea to make or find blank verb charts for the student to practice and review the different verb forms. ✓ Recommended: Assign pages from the "Back to School Resources" worksheets provided with Kolbe's Parent/Instructor Online Access. A good exercise for the student would be to self-check the answers and make corrections. ✓ Have the student define as many of the Lección Preliminar vocabulary words in Spanish in his or her own words as possible. The definitions can be written out in a notebook. Another idea for review would be to make a memory game by putting definitions on one set of cards and the words they define on another set. ✓ Recommended: have the student review using the @Hometutor and Conjuguemos links under the Student Resources tab in the student login. Select "Lección Preliminar" as the unit for review. ✓ Additional ways to review: have the student use the Flashcards, Self-Check Quizzes, and Games features under the Student Resources tab in the student login. Select "Lección Preliminar" as the unit for review. The student can also review any flashcards made from prior Spanish study. 	