

*BVSD World Languages Course Outline*

# Spanish III

### Course Description:

Spanish III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skills in understanding reading, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

### Course Beliefs:

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:

- **Lifelong Learning** -- The skills required to acquire a World Language are basic to the learning process.
- **Higher Achievement** -- A higher level of skill is demanded of all workers in a global community.
- **Economic Necessity** -- In order to ensure our own future, we must be able to communicate with the rest of the world.
- **Multicultural Perspective** -- World Languages open doors not only to other languages, but also to other cultures, people and lands.

### Instructional Strategies:

- Identifying similarities & differences
- Summarizing and notetaking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

### Standards:

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 *Listening*: Students listen to and derive meaning from a variety of sources.
  - 1.2 *Speaking*: Students speak for a variety of purposes and audiences.
  - 1.3 *Reading*: Students read and derive meaning from a variety of written materials.
  - 1.4 *Writing*: Students write for a variety of purposes and for diverse audiences.
2. Students acquire and use knowledge of other cultures while developing World Language skills.

### Adjectives:

- possessive
  - long
  - short

### Nouns:

- irregular endings
  - masculine ending in 'a'

### Conjunctions:

- *pero vs sino*
- with subjunctive

### Pronouns:

- demonstrative
- possessive
- reflexive
- single and double object

### Pronunciation:

- sound discrimination

### Verbs:

- all command forms
- conditional
- "gustar-like" verbs
- future
- imperfect vs preterite
- passive voice
- present and past perfect
- present and past progressive
- present subjunctive

## Key Concepts & Structures

### Prepositions:

- *por vs para*

## Plus Expansion of Levels II and I Key Concepts

### Culture:

- Students know and are able to ...
- discuss and write about components of the social patterns being studied.
  - use culturally appropriate language and gestures to interact with peers and adults.
  - write in a culturally appropriate manner in learned situations

### Level III Topics:

1. Arts & Entertainment
2. Body & Health
3. Careers
4. Ecology
5. Extended Family
6. History
7. House & Home
8. Literature
9. Media & Technology
10. Plus Expansion of Levels II and I Topics

### Level II Topics:

1. Body Parts, Health & Fitness
2. Daily Routines
3. Description of People, Personalities & Nationalities
4. Dining Out
5. Directions
6. Leisure Time
7. School Schedule
8. Shopping
9. Sports
10. Travel & Transportation

### Level I Topics:

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities
6. Days, Months, Dates & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

### Student self-assessment:

Based on the **Standards, Topics and Key Concepts** listed here, students should ask themselves ...

- 1.1 *Listening*: Can I understand Spanish when I hear it?
- 1.2 *Speaking*: Can I speak Spanish with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in Spanish?
- 1.4 *Writing*: Can I write Spanish for different purposes?
- 2 *Culture*: Can I use my knowledge of Spanish-speaking cultures?

**Arts & Entertainment:**

- Art, dance, music, theatre
- ↳ *Connecting Topics:* Careers; Extended Family; History; House & Home; Literature; Media & Technology
- 🌐 *Culture:* Famous people

**Body & Health:**

- Internal organs
- Medical terminology and emergencies
- Health and wellness
- Exercise
- ↳ *Connecting Topics:* Ecology
- 🌐 *Culture:* Pharmaceutical regulations

**Careers:**

- Professions
- Education and training
- Tools of the trade
- ↳ *Connecting Topics:* Arts & Entertainment; Media & Technology
- 🌐 *Culture:* Systems of education; benefits of multilingualism

**Ecology:**

- Environment, flora, fauna and natural resources
- Ecosystems and ecotourism
- Pollution and recycling
- Advanced weather vocabulary
- ↳ *Connecting Topics:* Body & Health; History; Media & Technology
- 🌐 *Culture:* Extreme weather and natural disasters; similarities and differences of flora and fauna in the Spanish-speaking world

**Extended Family:**

- Personal and holiday celebrations
- Toasts and expressions of congratulations
- ↳ *Connecting Topics:* Arts & Entertainment; House & Home; Media & Technology
- 🌐 *Culture:* *Quinceañera*; graduation; *Día de los Muertos*; parenting; religious and indigenous origins of holidays and celebrations; marriage and divorce; caring for the elderly; meal-time expressions

## Spanish III Learning Experiences & Performance Indicators

Using the four skills of **listening, speaking, reading and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**.

**History:**

- Introduction to historical terminology
- Reading/listening/analyzing/discussing historical events
- ↳ *Connecting Topics:* Arts & Entertainment; Ecology; Literature; Media & Technology
- 🌐 *Culture:* Colonization, heroes, indigenous cultures, wars

**House & Home:**

- Cooking
- Daily routines
- Furnishings
- Household chores and tools
- ↳ *Connecting Topics:* Arts & Entertainment; Extended Family
- 🌐 *Culture:* Similarities and differences of types of homes

**Literature:**

- Introduction to literary terminology
- Reading/analyzing/discussing various genres, *e.g.* short stories, legends
- ↳ *Connecting Topics:* Arts & Entertainment; History; Media & Technology
- 🌐 *Culture:* Religion, family values, social values

**Media & Technology:**

- Computers, television, CD, DVD, radio, MP3 and other media
- World and local news
- The arts
- ↳ *Connecting Topics:* Arts & Entertainment; Careers; Ecology; History; House & Home; Literature,
- 🌐 *Culture:* Multilingualism; worldwide corporate influence; travel; education

### Plus Expansion of Levels II and I Topics and Key Concepts

## Spanish III Performance Indicators

Topic	Communication	Culture
Arts and Entertainment	<ul style="list-style-type: none"> <li>Views, reads, discusses, and critically analyzes Spanish-language television shows, films, art, dance, literature, music, or fashion.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies famous artists, actors, composers, musicians, designers, or authors, and their impact on world culture.</li> </ul>
Body and Health	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information regarding internal organs.</li> <li>Exchanges, interprets, and presents information using medical terminology.</li> <li>Identifies emergency policies, responses, and organizations that one contacts in an emergency situation in a Spanish-speaking country.</li> <li>Exchanges information on habits including health, wellness and exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Compares pharmaceutical regulations of Spanish-speaking countries and the U. S</li> </ul>
Careers	<ul style="list-style-type: none"> <li>Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful.</li> <li>Describes the tools of the trade in the context of a profession.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the educational system in Spanish-speaking countries.</li> <li>Analyzes the benefits of multilingualism.</li> </ul>
Ecology	<ul style="list-style-type: none"> <li>Identifies and presents information and on how Spanish-speaking countries protect the environment, flora, fauna, and natural resources.</li> <li>Describes ecosystems and ecotourism.</li> <li>Describes pollution and recycling programs in a Spanish-speaking country.</li> <li>Applies advanced weather vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Explains the emergency systems for dealing with extreme weather and natural disasters in a Spanish-speaking country.</li> <li>Explains similarities and differences in ways cultures deal with extreme weather and natural disasters.</li> <li>Describes the similarities and differences of flora and fauna in the Spanish-speaking world.</li> </ul>

## Spanish III Performance Indicators (continued)

Topic	Communication	Culture
Extended Family	<ul style="list-style-type: none"> <li>• Identifies, interprets, and exchanges information about significant personal and holiday celebrations.</li> <li>• Describes terminology and procedures for toasts and other expressions of congratulations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes how parenting is carried out in the Spanish culture.</li> <li>• Describes celebrations in the Spanish culture including <i>Quinceañera</i>; graduation; <i>Día de los Muertos</i>;</li> <li>• Describes meal time expressions.</li> <li>• Describes the religious and indigenous origins of holidays and celebrations.</li> <li>• Describes the care of the elderly.</li> <li>• Describes marriage and divorce.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Applies historical terminology</li> <li>• Reads, listens, views, discusses, and analyzes historical events and their significance on the present.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes colonization of the Spanish culture and its impact on the world.</li> <li>• Identifies Spanish heroes.</li> <li>• Describes indigenous cultures.</li> <li>• Identifies Spanish wars and their significance.</li> </ul>
House and Home	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information about cooking, daily routines, homes, and household furnishings.</li> <li>• Describes family routines, including household chores and explain what they indicate about the Spanish-speaking culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares housing styles and furnishings in the U.S. and Spanish-speaking countries.</li> </ul>

## Spanish III Performance Indicators (continued)

Topic	Communication	Culture
Literature	<ul style="list-style-type: none"> <li>Applies literary terminology</li> <li>Views, reads, discusses, and analyzes a variety of literary genres including short stories and legends.</li> </ul>	<ul style="list-style-type: none"> <li>Explains how literature reflects the Spanish-speaking world including religion, family values, and social values.</li> </ul>
Media and Technology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information and opinions from traditional print media (magazines and newspapers), nonprint media (television and radio) and electronic media (computers, Internet, MP3 players, CD, DVD, and podcasts).</li> <li>Views, listens, reads, and critically analyzes world and local news.</li> <li>Uses media and technology to view, listen, read, and critically analyze the arts</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the benefits of multi-lingualism.</li> <li>Analyzes the impact of media on global corporate influence, travel, and education.</li> </ul>

### Key Concepts and Structures

- Adjectives: possessive (long and short)
- Nouns: irregular endings (masculine ending in 'a')
- Pronouns: demonstrative, possessive, reflexive, single and double objects
- Sound discrimination in pronunciation
- Prepositions: *por* vs *para*
- Conjunctions: *pero* vs *sino* and with subjunctive
- Verbs: all command forms
- Conditional verbs
- *Gustar*-like verbs
- Imperfect vs preterite verbs
- Passive voice verbs
- Present and pst perfect verbs
- Present and post progressive verbs
- Present subjunctive verbs
- Culture