

SPANISH III

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a) Utilize the system of sound-letter correspondences.
 - b) Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c) Exhibit the ability to expand sentences and paragraphs into a variety of communicative tasks of increasing complexity (speaking and writing).
 - d) Expand grammatical structures correctly.
 - e) Employ effective intonation patterns
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Understand and retain most key ideas and some supporting detail from a variety of communicative tasks (listening and reading).
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
4. Employ the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
5. Recognize the importance of language learning to career opportunities. (FL Standards 5.1, 5.2)
6. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work. (FL Standards 3.1, 5.1, 5.2)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening

- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED WORLD LANGUAGE STANDARDS: ACTFL

- Communication 1.1, 1.2, 1.3
- Cultures 2.1, 2.2
- Connections 3.1, 3.2
- Comparisons 4.1, 4.2
- Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS:

Students will be able to use the language at a novice high to intermediate- low level range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines. At the novice- high level students can ask questions or make statements with reasonable accuracy still utilizing memorized utterances or formulae. Vocabulary is limited to areas of immediate survival needs. Some signs of spontaneity and flexibility of expression are emerging. There is a slight increase in utterance length but frequent long pauses still occur. Most utterances are telegraphic and word endings are often omitted, confused, or distorted.

At the Intermediate-Low level, students are able to satisfy basic and immediate survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations with limited constructions and much inaccuracy in syntax and grammatical structures. Vocabulary is growing but still inadequate to express anything but the most elementary needs. Strong interference from native language occurs in articulation, stress, and intonation. There is little precision in information and misunderstandings frequently arise from limited vocabulary and tentative state of grammatical development. With repetition, can generally be understood by native speakers in regular contact with foreigners.

Students will demonstrate achievement of the standards by:

1. Acquire new vocabulary and structures by utilizing them in oral and written communication. (Course Standards 1, 2, 4)
 - Shopping for souvenirs
 - Geographical features
 - Travel Highlights
 - Descriptions of places
 - How to prepare for a trip
 - Hispanic populations in U.S.
 - Places to shop
 - Descriptions of clothing
 - Vacation places and activities
 - Travel items
 - Money transactions
 - Leaving phone messages
 - The Spanish language media
 - Countries: Peru, Argentina and Chile
2. Provide extended auto and biographical information in the target language by describing in a narration or monologue in oral and written form: (Course Standards 1, 2, 3, 4, 6)
 - School activities
 - Pastime activities and places
 - Making excuses
 - School subjects
 - School equipment
 - Describing clothing
 - Vacation plans
 - Planning an exchange program
 - Newspapers, magazines, TV (Spanish media)

3. Minimally sustain face-to-face conversations by participating in written and oral role-plays: (Course Standards 1, 2, 3, 4, 6)
 - Ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3.
4. Comprehend main ideas and important supporting details on known topics by using prior knowledge, deduction, and inference by answering questions. (Course Standards 1, 2, 3, 4)
 - Discuss and answer questions information based on topical vocabulary readings
5. Identify cultural patterns and describe their similarities and differences (Course Standards 1, 2, 3, 4)
6. Link second language proficiency to career opportunities (Course Standards 1, 3, 5, 6)

DESCRIPTION OF COURSE:

In Level III, the student will achieve increased proficiency in the four language skills and will continue to develop cultural awareness. The student will continue to expand the vocabulary base and will employ more complex structures to communicate effectively.

TITLES OF UNITS:

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|---|---------|
| 1) 1. General review of all concepts of Spanish III | 1 week |
| 2) Capitulo 1 La vida estudiantil | 3 weeks |
| A) Communication: | |
| <ul style="list-style-type: none"> • School subjects and schedules • Activities in school • Making excuses | |
| B) Culture: | |
| <ul style="list-style-type: none"> • Schools in Spain • After school activities in Sevilla | |
| C) Vocabulary | |
| <ul style="list-style-type: none"> • School subjects • Places in school • School equipment | |
| D) Structures: | |
| <ul style="list-style-type: none"> • What you did: the preterite of "ar" verbs including verbs with a spelling change such as sacar, jugar and empezar. • "Other activities you did: the preterite of "er" and "ir" verbs and "hacer" | |
| 3) Capitulo 8 Preparandose para salir | 3 weeks |
| A) Communication: | |
| <ul style="list-style-type: none"> • Making plans to go out and getting ready • What to wear • Arranging to meet someone • Leaving and receiving phone messages | |
| B) Culture: | |
| <ul style="list-style-type: none"> • How teenagers in Spain spend their free time • Highlights of Andalusian culture | |

- The popularity of motor bikes in Spain
- C) Vocabulary:
- Things to do
 - Places to go
 - Getting dressed and other daily routines
 - Calling on the telephone
- D) Structures:
- What you can or can't do: the verb "poder"
 - Going out: the verb "salir"
 - Daily routines: reflexive verbs and pronouns
- 4) Capitulo 9 Los medios de comunicacion_ 3 Weeks
- A) Communication:
- Media: TV, radio, newspapers, magazines and movies
 - Programs you like or dislike
- B) Culture:
- Where Spanish is spoken and written
 - Latino culture and MTV latino
- C) Vocabulary:
- TV programs
 - Types of music
 - Newspapers and magazines
 - Electronic equipment
- D) Structures:
- What you saw or watched: the preterite of "ver"
 - Comparing things
 - People or things: direct object pronouns
- 5) Capitulo 10 Vamos de compras 3 weeks
- A) Communication:
- Places to shop and things to buy
 - Store transactions
- B) Culture:
- Hispanic shopping districts in New York, Miami, San Antonio and Los Angeles
 - Areas in the U.S. with Hispanic populations
- C) Vocabulary
- Different kinds of stores
 - Products to buy
 - Different shopping transactions
- D) Structures:
- The preterite of "ir". Where you went.
 - Demonstrative adjectives: my, your, his, her etc.
 - The preterite of "dar"(to give) and indirect object pronouns
- 6) Capitulo 11 Viajes de intercambio 3 weeks
- A) Communication:

- Reasons for participating in a foreign language exchange program
 - What to do to participate
 - How to prepare for a trip abroad
- B) Culture:
- Exchange programs in Argentina, Chile and Peru
 - The Chilean poet Nobel Prize winner, Pablo Neruda
- C) Vocabulary:
- Ways to obtain travel information
 - Documents needed to travel
 - Giving travel advice
- D) Structures:
- The verb "decir" to say
 - The verb "pedir" to ask for something
 - Commands: telling a friend to do something
- 7) Capitulo 12 Bienvenidos a Peru 3 weeks
- A) Communication:
- The present progressive or "ing"
 - Travel highlights
 - Shopping for souvenirs
 - Descriptions of geographical features
- B) Culture:
- Interesting sites of Peru
 - The "llamas" of the Andes
- C) Vocabulary:
- Geographical features
 - Souvenirs
 - Descriptions of geographical features
- D) Structures:
- Actions in progress "ing"
 - Qualities of persons, places, and things: the superlative
 - Characteristics, locations, origin, emotions: uses of the verbs ser and estar.

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations

12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving
15. Journals
16. Interviews
17. Guided paragraph writing, short essays
18. Contextual structure, vocabulary activities

MATERIALS:

1. Juntos 2, Liapunov, Marina, Prentice Hall, 1997
2. CD Roms /audio tapes/ video tapes to accompany texts
3. Supplemental videos and slides
4. Computer software
5. Internet primary sources
6. Miscellaneous realia
7. Magazines
8. Supplemental materials – texts, maps, etc.
9. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Pre-assessment to determine differentiated instruction
2. Differentiated Instruction via Process, Product, Content, Environment
3. Reassessment as appropriate
4. Technology-enhanced instruction
5. Peer tutoring
6. Academic tutorial
7. IST, resource room
8. Guest speakers
9. Field trips
10. Interdisciplinary units
11. Reinforcement of study skills: test taking, study, note taking, organizational skills
12. Independent reading
13. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

METHODS OF EVALUATION:

1. Performance assessments – projects, presentations, charts, maps, posters, etc.
2. Oral proficiency interviews and simulations

3. Quizzes
4. Tests
5. Notebooks
6. Journal entries
7. Classwork
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

(Building, refining, and expanding Level II skills in oral and written forms.)

1. Concepts
 - Word order and expanded sentence structure
 - Verb conjugations/multiple tenses
 - Vocabulary
 - Pronunciation and intonation
 - Culture of the target language
 - Study skills
2. Communication (spoken or written form)
 - Refining pronunciation and intonation
 - Use of thematic vocabulary
 - Dialogues or monologues
 - Extended questions and answers
 - Discussion
3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Use of appropriate sentence structure according to the situation (questions/statements/negatives)
 - Interpretation and analysis of written and oral language.
 - Deductive reasoning
4. Application of Knowledge
 - Use of newly acquired skills and information in creating oral and written performance assessments and products.
 - Use of information to understand realia
 - Use of grammatical structures to communicate with increased accuracy.
5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills