

Spanish 3 - 533

Curriculum Guide

Area: World Languages
Level: College Prep
Textbook: See attached resource list
Length: Full Year
Credits: 5 credits
Prerequisite: Spanish 2
Offered: Grades 9-12
Date revised: July 2005

I. COURSE DESCRIPTION

Spanish III is a continuation of the basic skills covered in levels I and II with an emphasis on oral communication. Basic grammar will not only be applied but further developed to include more complex forms of grammar. Both oral and written drills and exercises will be conducted in order to enhance proficiency in the language. Specific reading selections from the textbook as well as chosen works from hispanic writers will be read and discussed. Students will take part in hands on activities and projects which will include oral presentations to the class. Culture and traditions of people speaking the language are an important part of the level III course. Various types of media in order to learn about current events, popular music, and movies in the hispanic world will be presented.

II. COURSE OBJECTIVES

At the end of the third year of Spanish, students will demonstrate the ability to:

1. Express themselves orally in Spanish,
2. Comprehend Spanish when spoken,
3. Read the language with acceptable pronunciation and intonation,
4. Write the language in acceptable form.

III. DESCRIPTION OF INSTRUCTION

A multitude of techniques are incorporated to make the classroom an interactive experience. Methods include question-answer discussions, group work, cooperative learning activities, personalized questions, real life situations, face to face conversations, repetition, and total physical response. Through these activities both grammar and vocabulary are reinforced and more complex situations introduced in the target language. Materials utilized in the instruction process include the textbook, workbooks, visual/audio aid materials, realia, and modern technology. A thematic format is used and enhanced with the incorporation of authentic, contemporary and relevant material.

IV. . CORE CURRICULUM CONTENT STANDARDS

Standard 7.1 (Communication) All students will be able to communicate in at least one World Language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

V. EVALUATION

1. Teachers will evaluate the student's class participation, individual and small group activities subjectively. A record of student's progress is maintained.
2. Students shall satisfactorily pass criteria referenced quizzes, tests, and examinations both orally and in writing.
3. A test is given at the end of each topic.
4. A mid-term examination will be administered to all students. The mid-term examination will consist of listening comprehension and a written section. The final examination will consist of written and oral (face to face) achievement section.
5. Grades will be calculated according to the school grading policy and the following guideline:
 - Test Grades
 - a. Oral tests, quizzes and oral presentations
 - b. Written tests, quizzes and projects
 - Homework
 - Class Participation
 - Small Group Work

VI. GENERAL ACTIVITIES

Learning activities used throughout the course:

1. Visual presentation with flash cards, transparencies, pictures.
2. Role-play in (real life) simple and complex situations.
3. Cooperative learning activities.
4. Students skits and presentations
5. Communicative activities: Individual, paired, small group and large groups.
6. Total physical response.
7. A variety of educational games.
8. Listening comprehension activities with tapes and workbooks.
9. Face to face conversations on a variety of topics.
10. Various activities which will include health habits, gestures, body language and other traditional customs.

11. Homework assignments.
12. Use of modern technology to enhance language acquisition and cultural knowledge.

Spanish 3

Outline of Instruction

The following material is covered with a thematic unit approach which is interdisciplinary and emphasizes speaking, reading, listening, writing, multimedia, culture and technology.

- I. **Art of the Spanish Speaking World: Students will form cooperative groups, select an artist from a given list, research, develop and implement an actual lesson plan. The lesson will be conducted in both Spanish and English and include biographical and historical information as well as the artist's impact on society. samples of artwork will also be presented. The lesson concludes with a planned activity for the entire class. The following artists will be included:**
 - A. **Botero**
 - B. **Dalí**
 - C. **Goya**
 - D. **Kahlo**
 - E. **Miró**
 - F. **Picasso**
 - G. **Rivera**
 - H. **Velázquez**

- II. **Literature of the Spanish Speaking World: Students will read, interpret, translate, compare, contrast, research and discuss the lives and selected works of the following authors:**
 - A. **Hernandez**

- B. Lorca**
- C. Martí**
- D. Matute**

III. Popular Music of the Spanish Speaking World: Students will be exposed to current musicians, trends and types of music popular in the Hispanic world. They will listen to, translate, interpret and be able to identify selected pieces of music. The contemporary musicians to be studied will include, but not be limited to the following:

- A. Estopa**
- B. El Canto de Loco**
- C. Juanes**
- D. La Oreja de Van Gogh**
- E. Maná**
- F. Shakira**

IV. Thematic Vocabulary Units: The following topics will be covered in the timeframe provided.

First Marking Period:

- A. Childhood**
- B. Shopping and Directions**
- C. José Martí**

Second Marking Period:

- D. Accidents**
- E. Healthcare**
- F. Lorca**

Third Marking Period:

- G. Professions**
- H. Artists**
- I. Matute**

Fourth Marking Period:

- J. Travel**
- K. Airport**
- L. Spanish Civil War**

M. Hernandez

V. Grammatical Structures: **Students will use grammatical structures in writing sentences, paragraphs and essays. They will demonstrate their knowledge of the grammar in oral assessments as well. The following grammatical structures are covered in the course:**

- A. Present tense**
- B. Present progressive**
- C. Preterit**
- D. Imperfect**
- E. Future Tense**
- F. Immediate Future**
- G. Conditional tense**
- H. Pronouns**
- I. Prepositions**
- J. Past participles**

VI. Bibliography: **In addition to the main text, Paso a Paso, a number of reference materials, general textbooks, literary works, articles, videos and culturally authentic resources are used. The following is a summary of these materials.**

A. Books

Hernandez, Miguel, Selected Poetry
Holt, Rinehart & Winston, Literatura del Siglo XX
Marti and Rubio, Ana Matute Obra Escogida
Prentice Hall, Huellas De Las Literaturas Hispanoamericanas
Scott Foresman, Paso a Paso
Stainton, Leslie, Lorca – A Dream of Life

B. Audio- Visual Resources

Spanish Language Television
Broken Silence*
The Disappearance of García Lorca*

***These films are rated R for a brief scene with partial nudity and war related violence. These films offer an excellent opportunity for students to gain a better understanding of the life and works of one Spain's best known poets, Federico García Lorca, and a better understanding of the impact of the Spanish Civil War.**

C. Internet

Algunos Lugares en Español

<http://www.kn.pacbell.com/wired/Algunas/algunas.html>

Study Spanish.com

www.studyspanish.com

Your Dictionary. Com

www.yourdictionary.com

Blue Web'n Learning Applications

<http://www.kn.pacbell.com/wired/bluewebn>

Centro Librero La Prensa

<http://www.online.com.mx/plaza/laprensa/puyser.html>

Communication Connections

<http://www.widomaker.com/ldprice/>

Cosas del Español

<http://www.acu-adsum.org/jeb.idioma.espano.html>

The Editor & Publisher Online Media Directory

<http://www.mediainfo.com/emedi>