

Spanish III

Standard 1: Communication

Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing

1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

Rationale: Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

Rationale: The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

MSBSD World Languages Content Standards

1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

Rationale: Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

1.4 Writing - Students write in a World Language for a variety of purposes and for diverse audiences.

Rationale: Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal experiences, obtaining and conveying information, explaining ideas and opinions, and persuading
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

Rationale: Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

Essential Learning Results Levels III (Intermediate)

MSBSD World Languages Content Standards

Standard 1.1 Listening - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level III student:

- identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics
- obtains meaning from simple conversations
- identifies the main idea or specific information from a variety of sources

Standard 1.3 Reading - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level III student:

- identifies and restates main ideas of reading selections based on familiar vocabulary
- infers meaning of unfamiliar words and phrases from context
- responds to reading selections
- analyzes cultural elements found in reading materials

Standard 1.2 Speaking - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level III student:

- applies learned basic pronunciation and intonation patterns
- describes and narrates using learned vocabulary
- expresses and supports personal opinions
- maintains brief conversations on familiar topics
- asks and answers questions

Standard 1.4 Writing- Students write in a World Language for and for diverse audiences.

In order to meet this standard a Level III student:

- uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions
- writes to obtain and report information using expanded vocabulary and grammatical structures
- develops and organizes ideas by planning, drafting, proofreading, and editing their own work and that of others

Standard 2: Culture

Students acquire and use knowledge of cultures while developing World Language skills.

In order to meet this standard a student:

- discusses and writes about components of the social patterns being studied
- uses culturally appropriate language and gestures to interact with peers and adults
- writes in a culturally appropriate manner in learned situations

**MSBSD 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.

Recommended:

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 21st 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, peoples, and lands

Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- 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 purposes and audiences
 - 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:

- direct object

Pronunciation:

- sound discrimination

Plus Expansion of Levels II and I Key Concepts

Key Concepts & Structures

Verbs:

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

Prepositions:

- *por vs para*

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

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 here 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 Can I share my knowledge of Spanish speaking cultures?

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

Level II Topics:

1. Body Parts, Health and 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 III Topics:

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

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 & ecotourism
- * Pollution and recycling
- * Current events and social issues
- * Advanced weather vocabulary
- *Connecting Topics:* Body and Health; History; Media & Technology
- *Culture:* Extreme weather & natural disasters; similarities & differences of flora & fauna in the Spanish-speaking world

Extended Family:

- * Personal & holiday celebrations
- * Toasts & expressions of congratulations
- * Metric and English system vocabularies
- *Connecting Topics:* Arts & Entertainment; House & Home; Media & Technology
- *Culture:* Quinceanera; graduation; Dia de los Muertos; parenting; religious & indigenous origins of holidays & celebrations; marriage & divorce; caring for the elderly; meal-time expressions

House & Home:

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

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**

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 and 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; world-wide corporate influence; travel; education

History:

- * Introduction to historical terminology
- * Reading/analyzing/discussing various genres of literature
- *Connecting Topics:* Arts & Entertainment; Ecology; Literature; Media & Technology
- *Culture:* Colonization, heroes, indigenous cultures, wars

Plus Expansion of Levels II and I Topics

**Spanish III
Performance Indicators**

| Topic | Communication | Culture |
|-----------------|---|---|
| Arts and | <ul style="list-style-type: none"> Views, reads, discusses, and critically analyzes Spanish-language television shows, films, art, dance, literature, music, or fashion | <ul style="list-style-type: none"> Identifies famous artists, actors, composers, musicians, designers, or authors, and their impact on world culture |
| Body and Health | <ul style="list-style-type: none"> Exchanges, interprets, and presents information regarding internal organs Exchanges, interprets, and presents information using medical terminology Identifies emergency policies, responses, and organizations that one contacts in an emergency situation in a Spanish-speaking country Exchanges information on habits including health, wellness, and exercise | <ul style="list-style-type: none"> Compares pharmaceutical regulations of Spanish-speaking countries and the U.S. |
| Careers | <ul style="list-style-type: none"> Describes professions and jobs and the accessibility of these professions including the education and training needed to be successful Describes the tools of the trade in the context of a profession | <ul style="list-style-type: none"> Describes the educational system in Spanish-speaking countries Analyzes the benefits of multilingualism |
| Ecology | <ul style="list-style-type: none"> Identifies and presents information on how Spanish-speaking countries protect the environment, flora, fauna, and natural resources Describes ecosystems and ecotourism Describes pollution and recycling programs in a Spanish-speaking country Applies advanced weather vocabulary | <ul style="list-style-type: none"> Explains the emergency systems for dealing with extreme weather and natural disasters in a Spanish-speaking country Explains similarities and differences in ways cultures deal with extreme weather and natural disasters Describes the similarities and differences of flora and fauna in the Spanish-speaking world |
| Extended Family | <ul style="list-style-type: none"> Identifies, interprets, and exchanges information about significant personal and holiday celebrations Describes terminology and procedures for toasts and other expressions of congratulations | <ul style="list-style-type: none"> Describes how parenting is carried out in the Spanish culture Describes celebrations in the Spanish culture including <i>Quinceanera</i>; graduation; <i>Día de los Muertos</i> Describes meal time expressions Describes the religious and indigenous origins of holidays and celebrations Describes the care of the elderly Describes marriage and divorce |

Spanish III
Performance Indicators (continued)

| Topic | Communication | Culture |
|----------------------|---|---|
| History | <ul style="list-style-type: none"> • Applies historical terminology • Reads, listens, views, discusses, and analyzes historical events and their significance on the present | <ul style="list-style-type: none"> • Describes colonization of the Spanish culture and its impact on the world • Identifies Spanish heroes • Describes indigenous cultures • Identifies Spanish wars and their significance |
| House and Home | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information about cooking, daily routines, homes, and household furnishings • Describes family routines, including household chores and explain what they indicate about the Spanish-speaking cultures | <ul style="list-style-type: none"> • Compares housing styles and furnishings in the U.S. and Spanish-speaking countries |
| Literature | <ul style="list-style-type: none"> • Applies literary terminology • Views, reads, discusses, and analyzes a variety of literary genres including short stories and legends | <ul style="list-style-type: none"> • Explains how literature reflects the Spanish-speaking world including religion, family values, and social values |
| Media and Technology | <ul style="list-style-type: none"> • Exchanges, interprets, and presents information and opinions from traditional print media (magazines & newspapers), nonprint media (television & radio) and electronic media (computers, Internet, MP3 players, CD, DVD, and podcasts) • Views, listens, reads, and critically analyzes world and local news • Uses media and technology to view, listen, read, and critically analyze the arts | <ul style="list-style-type: none"> • Analyzes the benefits of multi-lingualism • Analyzes the impact of media on global corporate influence, travel, and education |