

## **a-g SPANISH 3 A & B**

### **COURSE TITLE/ TRANSCRIPT CODE**

a-g Spanish 3A 7R9922

a-g Spanish 3B 7R9923

### **COURSE DESCRIPTION**

This is a level 3, textbook-based course in which students will deepen their knowledge and experience in the culture and history of the Spanish language. They will gain fluency in the Spanish language with increased ability to comprehend, read, speak, and write. Students will have improved communication skills and begin to be able to understand and express more complex and abstract themes in Spanish.

### **PREREQUISITES:**

Spanish 2 with a grade of "C" or better recommended.

**REQUIRED TEXTBOOK:** EXPRESATE! SPANISH 3; 2008; Holt, Rinehart and Winston

### **SUPPLEMENTARY MATERIALS:**

Holt Spanish 3 EXPRESATE CUADERNO DE ACTIVIDADES, Holt, 2006

Holt Spanish 3 EXPRESATE CUADERNO DE VOCABULARIO Y GRAMATICA, Holt, 2006

A Spanish/English dictionary

Audio CD's for EXPRESATE 3!

DVD program for level 3 EXPRESATE

### **COURSE PURPOSE**

Spanish 3 students will:

- deepen their knowledge and experience in the culture and history of the Spanish language.
- develop ability to comprehend, read, speak, and write in Spanish.
- hone their grammar and vocabulary skills.
- begin to be able to understand and express more complex and abstract themes.
- gain fluency in pronunciation and phrasing skills.
- explore cultural aspects of the Spanish language speaking world.
- demonstrate mastery of the course content.
- become more effective communicators.
- apply learning to real life situations.
- be able to construct complex sentence structures in Spanish.
- be able to hold conversations in Spanish on more abstract themes outside the student's normal life including: expressing certainty and doubt, giving information, talking about cause and effect, talking about hopes and wishes, expressing and supporting a point of view, and making predictions.
- know all tenses in Spanish and gain fluency in using them in writing and conversation with ease.
- be able to read simple short stories, poetry, and non-fiction in Spanish and understand the text with little or no assistance.
- be able to write a simple multi-paragraph paper in Spanish.

## **COURSE OUTLINE**

### Spanish 3 Course Outline

#### VOCABULARY INSTRUCTION

Opportunities for learning vocabulary include book and workbook exercises, audio and audio-visual CD's and DVD's, as well as conversational opportunities.

#### Chapter 1: Vacationing

- Vacations destinations and vacation activities
- Weather
- Advice

#### Chapter 2: Pastimes

- Pastimes
- Sports
- Friendships and relationships
- Adjectives to describe friends

#### Chapter 3: Relationships

- Attitudes and opinions
- School courses
- Relationship problems and solutions

#### Chapter 4: Family

- Family members and relationships
- Family events
- Foods

#### Chapter 5: The Arts

- Arts and architecture
- Adjectives to describe art
- Music and dramatic arts
- Adjectives to describe art

#### Chapter 6: The Media

- Electronic media terms
- Adjectives to describe media
- Print media terms

#### Chapter 7: Challenges and Hopes

- Challenges
- Cultural heritage
- Hopes and plans

#### Chapter 8: Workplace

- Jobs and business terms
- Volunteerism
- Technology
- Professions
- Workplace terms

## Chapter 9: History and Fantasy

- Legends, folk tales, and fairy tales
- Historical events

## Chapter 10: Environment

- Natural disasters
- Environment

## GRAMMAR

Grammatical instruction is completed through a combination of book and workbook assignments, as well as through audio exercises, and in conversation practice.

### Chapter 1

- Preterite and imperfect
- Ser and estar
- Subjunctive mood
- Pronouns
- Comparisons, demonstrative adjectives, and demonstrative pronouns
- Negative words and time constructions

### Chapter 2

- Imperfect
- Ir a + infinitive in the imperfect
- Nosotros commands
- Object pronouns
- Subjunctive pronouns
- Subjunctive with the unknown or nonexistent
- Subjunctive with expressions of feelings

### Chapter 3

- Verb + infinitive
- Subjunctive with will or wish
- Subjunctive with negation or denial
- Future tense
- Conditional

### Chapter 4

- Present progressive
- Present perfect indicative
- Present perfect subjunctive
- Preterite
- Se + indirect object pronouns
- Past progressive

### Chapter 5

- Comparatives of equality and superlatives
- Passive se and impersonal se
- Passive voice with ser
- Subjunctive with hopes and wishes

- Past perfect

#### Chapter 6

- Indicative expressions of certainty
- Subjunctive after expressions of doubt and disbelief
- Uses of haber
- Indefinite expressions
- Gender of nouns
- Indicative in compound sentences

#### Chapter 7

- Preterite and imperfect of stative verbs
- Grammatical reflexives
- Lo and lo que
- Subjunctive after adverbial conjunctions
- Subjunctive with future actions
- Indicative with habitual or past actions

#### Chapter 8

- Verbs with indirect object pronouns
- Verbs that express "to become"
- Uses of se
- Conditional
- Past subjunctive with hypothetical statements
- Past subjunctive (with past tense)

#### Chapter 9

- Preterite and imperfect in storytelling
- Preterite and imperfect contrasted
- Por and para
- Uses of subjunctive
- Sequence of tenses

#### Chapter 10

- Present and past progressive
- Haber
- Expressions of time
- Future tense
- Subjunctive with doubt, denial, and feelings
- Subjunctive and indicative with adverbial clauses

### CONVERSATION

At Spanish 3 level, student will practice long and short conversations several times a week.

Ideas for conversation opportunities include, but are not limited to the following: Practice with another student; Practice with another Spanish-speaking person in the student's family/ community; Make arrangements for a "conversation exchange" with a Spanish-speaking person who would like to develop his/her English-speaking abilities; Find an online pen pal. Later, you can talk on the phone, on the internet, or in person. (At this level, students are ready to have long conversations.); Check out opportunities to

travel to a Spanish-speaking country or spend time in a Spanish-speaking community.

#### Chapter 1

- Talking about the past
- Saying what you liked and used to do
- Asking for and giving advice
- Asking about the future

#### Chapter 2

- Expressing interest and displeasure
- Inviting someone to do something and responding
- Describing the ideal friend
- Expressing happiness and unhappiness

#### Chapter 3

- Complaining
- Expressing an opinion and disagreeing
- Making suggestions
- Apologizing

#### Chapter 4

- Asking about and responding to the latest news
- Reacting to news
- Commenting on food
- Explaining and giving excuses

#### Chapter 5

- Asking for and giving opinions
- Introducing and changing a topic of conversation
- Making suggestions and recommendations
- Inviting someone to do something and turning down an invitation

#### Chapter 6

- Expressing certainty
- Expressing doubt and disbelief
- Asking about information and explaining where you found it
- Talking about what you know and don't know

#### Chapter 7

- Talking about challenges
- Talking about accomplishments
- Talking about future plans
- Expressing cause and effect

#### Chapter 8

- Saying what you can and cannot do
- Talking about what you do and do not understand
- Writing a formal letter
- Talking about your plans

#### Chapter 9

- Setting the scene for a story

- Continuing and ending a story
- Talking about your hopes and wishes
- Expressing regret and gratitude

#### Chapter 10

- Talking about a past event
- Expressing and supporting a point of view
- Making predictions and giving warning
- Expressing assumptions

#### CULTURE

There are many aspects to culture. The more one studies the cultures of the Spanish speaking world/ communities, the more one can learn about the language. Beyond the information in the textbook, there are many opportunities to learn about culture in the world around you. Ideas for studying culture include, but are not limited to, the following:

- Create authentic meals from a Spanish-speaking culture for a minimum of once per month. You can find recipes online or at your local library. You can shop at your local Mexican market.
- Check out subtitled foreign films in Spanish from the library, video rental store, or through the mail (i.e. Netflix).
- Participate in any local celebrations for holidays in the Spanish speaking world. (In California, you can often find activities for Mexican Independence Day, Dia de los Muertos, Cinco de Mayo. etc.)
- Listen to music in Spanish. Students can try a local Spanish Speaking radio station, check out music from a local library, etc.
- Check out documentaries about Spanish speaking countries.
- Read travel guides about Spanish speaking countries.
- Reading a literature selection such as James Michener's *IBERIA* provides a vivid description of Franco's Spain.
- Do an art project, exploring the arts and crafts of the culture. (Create a piñata, papel picado, god's eye, etc.)
- Read children's books with myths or legends from a Spanish language speaking culture.

#### Chapter 1: The Regions of Castilla and La Mancha

- Geography of Castilla and La Mancha
- Culture and folklore of Castilla and La Mancha
- The town of Cuenca
- Mazapan and queso Manchego
- Languages in Spain
- Oscar Comingues "Torero y Toro"

#### Chapter 2: continue Castilla and La Mancha

- Hiking in Spain
- El jai-alai
- Television in Spain
- La Ruta de don Quijote
- Manuel Rodrigues de Guzman « Feria de Santiponce »

### Chapter 3 : El Caribe

- Schools in Puerto Rico
- Schools in Cuba
- Telenovelas
- Jose Morillo "cometas y habitantes »

### Chapter 4 : continue with El Caribe

- Caribbean family ties
- Weddings in Latin America
- Caribbean dishes
- Sancocho
- Typical Cuban dishes
- Julio Marcano "Baile en la Playa"

### Chapter 5 : El suroeste y el Norte de Mexico

- Spanish influence in Mexican architecture
- Art and architecture in Mexico and Costa Rica
- Nortena music
- Frida Kahlo
- Diego Rivera "Unidad Panamericana"

### Chapter 6: continue el suroeste y el norte de Mexico

- Latin American news
- Means of communication
- Spanish-language news programming
- Latin American game shows
- Codice Mendoza

### Chapter 7: Los Andes, Ecuador, Peru, y Bolivia

- Indigenous words
- Otavalo
- Andean peoples and artifacts
- Incan roads
- Benito's village: Benito, Hillcahuaman

### Chapter 8: continue Los Andes, Ecuador, Peru, y Bolivia

- Business hours
- Internet in Peru
- La licenciatura
- A.S. Forrest « Mollendo, Peru »

### Chapter 9: El Cono Sur

- Indigenous peoples in Argentina
- Iguazu National Park
- Legends
- Spanish explorers and U.S. place names
- Chilean political history
- Chilean flag
- Juan Manuel Blanes "Revista de Rancagua"

## Chapter 10 : continue El Cono Sur

- Argentina's economy
- Buenos Aires
- Natural disasters in Chile
- Experiencing historical events
- The use of pesticides in Latin American
- Natural resources of Argentina
- Environmental issues in Argentina
- Chile's business relationship with the US
- Patricia Figueroa "Mirando un paraciadas"

### KEY ASSIGNMENTS

#### Spanish 3 Key Assignments

1. Students will read each chapter, finish chapter exercises, and chapter summary questions. Students will complete writing activities and audio components. Students will make recordings of their oral responses &/or have phone conversations with the Subject Matter Expert (SME).

2. Students will practice their Spanish oral communication skills on a daily basis.

3. Students will complete a minimum of one extra written assignment per week. An example from chapter 1 follows: (In Spanish) Students will create a narration in the third person about an event of their choosing. They will use a graphic organizer to outline the narration. Narration should include various elements and characters.

4. Students will participate in a minimum of 5 cultural activities of choice per semester. Students will provide documentation of completion of these activities through oral &/or written reports, demonstrations, etc.

Options for cultural activities include, but are not limited to, the following:

- Cook meals from a Spanish-speaking culture/country a minimum of once a month)
- Check out subtitled Spanish-language films from the library, video rental store, or through the mail (i.e. Netflix).
- Participate in local celebration of holidays of the Spanish-speaking world (Mexican Independence Day, Dia de los Muertos, Cinco de Mayo, etc.)
- Listen to Spanish music.
- Watch documentaries about Spanish language speaking countries.
- Read travel guides about Spanish-speaking countries.
- Do an art project, exploring the arts and crafts of the Spanish culture (Create a piñata, papel picado, god's eye, etc.).
- Read children's books with myths or legends from the Spanish culture.
- Watch Spanish television programming.
- Select and read a historical novel set in a Spanish-speaking country (for example: James Michener's IBERIA is a classic read that provides a vivid description of Franco's Spain).
- Read short stories, articles, and poetry with a simple lexicon from a Spanish language speaking culture.

5. Students will take end-of-chapter tests, and two cumulative end-of-semester final examinations (one per semester). Tests will cover vocabulary, grammar, reading comprehension, listening as well as writing. Tests will include, but not be limited to, short answer and essay questions

6. Student will create two reports/projects related to a Spanish-speaking culture/ country (one per semester). Project options include, but are not limited to, the following: a written research report, a power point presentation, a hands-on project related to a cultural point studied, or a recorded oral presentation. Project topics must be preapproved by an Education Specialist (ES) &/or Subject Matter Expert (SME).

7. Students will participate in weekly Person-to-Person Communication activities:

Students will practice real conversation for a minimum of 1 hour/week, keeping a log of their conversation time. The communication partner can be another student, a Spanish-speaking person from the family or community, a Spanish speaker who wishes to do a "conversation exchange" in order to improve his/her English speaking abilities, etc.

At a Spanish 3 level, students will be able to hold conversations in Spanish on more abstract themes outside the student's normal life including: expressing certainty and doubt, giving information, talking about cause and effect, talking about hopes and wishes, expressing and supporting a point of view, and making predictions.

### **INSTRUCTIONAL METHODS AND/OR STRATEGIES**

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentation and support materials

Dialogs

Tutorials

Discussions

CDs, cassettes, &/or computer-based resources

Grammar and vocabulary drills

Reading for understanding

Listening for understanding

Spanish language media and entertainment offerings

Student-directed personal study

Regular access to a Subject Matter Expert (SME)

### **ASSESSMENT METHODS AND/OR TOOLS**

Students' progress will be assessed through a variety and/or combination of methods. The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

Observations of and discussions with students

Student demonstrations/ presentations  
Student work samples (written and oral)  
Student writing assignments  
Student written and oral responses  
Portfolios  
Participation  
Final projects  
Tests and Examinations

The final grades will be based on:

20% daily work  
30% exams  
25% oral exam or taped conversations  
25% cultural report or presentation assessment