

## SPANISH III

### Course Goals and/or Major Student Outcomes

- Communicate in languages other than English.
- Gain Knowledge and understanding of other cultures.
- Connect with other disciplines and acquire information.
- Develop insight into own language and culture.
- Participate in multilingual communities and global societies.

### Course Objectives

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
- Students demonstrate knowledge and understanding of the traditions, institutions, ideas and perspectives, the literary and artistic expressions, and other components of the cultures being studied.
- Students reinforce and further their knowledge of other disciplines through the foreign language.
- Students gain access to information and perspectives that are only available through the foreign language and within culture.
- Students recognize that different languages use different patterns to express meaning and can apply this knowledge to their own language
- Students recognize that cultures develop different patterns of interaction and can apply this knowledge to their own culture.
- Students use the language both within and beyond the school settings.
- Students use the language for leisure and personal enrichment.

### Course Outline

Capítulo 1: ¡Adiós al verano!

Location: Castilla-La Mancha

- Vocabulary: Vacation activities and destinations; weather
- Functions: Talking about the past, saying what you liked and used to do; asking for and giving advice, asking about the future
- Grammar: Preterite and imperfect. *Ser* and *estar*. Subjunctive Mood. Pronouns. Comparisons, demonstrative adjectives and demonstrative pronouns. Negative words and time constructions
- Culture: Geography, culture and folklore of Castilla-La Mancha. *Comparaciones*: summer trips. *Comunidad*: Spanish-speaking tourist in U.S.

## Capítulo 2: ¡A pasarlo bien!

Location: Castilla-La Mancha

- Vocabulary: Pastimes and sports. Friendships and relationships. Adjectives to describe friends
- Functions: Expressing interest and displeasure. Inviting someone to do something and responding. Describing the ideal friend. Expressing happiness and unhappiness
- Grammar: Imperfect. *Ir a* + infinitive in the imperfect. *Nosotros* commands. Object pronouns. Subjunctive with the unknown or nonexistent. Subjunctive with feelings
- Culture: Hiking in Spain. El jai-alai. *Comparaciones*: friendships. *Comunidad*: Television programming in Spanish.

## Capítulo 3: Todo tiene solución

Location: El Caribe

- Vocabulary: Attitudes and opinions. School courses. Relationship problems and solutions
- Functions: Complaining. Expressing an opinion and disagreeing. Making suggestions. Apologizing
- Grammar: Verb + infinitive. Subjunctive with wish or will. Subjunctive with negation or denial. Future tense. Conditional.
- Culture: Schools in Puerto Rico and Cuba. *Comparaciones*: Family conflicts. *Comunidad*: Spanish at U.S. universities.

## Capítulo 4: Entre familia

Location: El Caribe

- Vocabulary: family members, relationships and events. Foods
- Functions: Asking about and respond to the latest news. Reacting to news. Commenting on food. Explaining and giving excuses.
- Grammar: Present progressive. Present perfect indicative. Present perfect subjunctive. Preterite. *Se* + indirect object pronouns. Past progressive
- Culture: Caribbean family ties. Weddings in Latin America. *Comparaciones*: Keeping in touch with relatives. *Comunidad*: Imported food in the U.S.

## Capítulo 5: El arte y la música

Location: El Suroeste y el Norte de México

- Vocabulary: Arts and architecture. Music and dramatic arts. Adjectives to describe arts
- Functions: 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.
- Grammar: Comparatives of equality and superlatives. Passive *se* and impersonal *se*. Passive voice with *ser*. Subjunctive with wishes, suggestions and recommendations. Past perfect
- Culture: Spanish influence in Mexican architecture. *Comparaciones*: Art and architecture in Mexico and Costa Rica. *Comunidad*: Hispanic art in the U.S.

### Capítulo 6: ¡Ponte al día!

Location: El Suroeste y el Norte de México

- Vocabulary: Electronic media terms. Activities to describe media. Print media terms
- Functions: Expressing certainty, doubt and disbelieve. Asking about information and explaining where you found it. Talking about what you know and what you don't know
- Grammar: Indicative after expression of certainty. Subjunctive after expression of doubt and disbelieve. Uses of *haber*. Indefinite expressions. Gender of nouns. Indicative in compound sentences.
- Culture: Programs in Spanish. Latin American news. *Comparaciones*: Means of communication. *Comunidad*: Spanish Language news programming.

### Capítulo 7: Mis aspiraciones

Location: Los Andes, Ecuador, Perú y Bolivia

- Vocabulary: Challenges and cultural heritage. Hopes and plans
- Functions: Talking about challenges and accomplishments. Talking about future plans. Expressing cause and effect
- Grammar: Preterite and imperfect of stative verbs. Grammatical reflexives. *Lo* and *lo que*, Subjunctive after adverbial conjunctions. Indicative with habitual or past actions
- Culture: Indigenous words. Otavalo. *Comparaciones*: Future Plans. *Comunidad*: Hispanics in the U.S.

### Capítulo 8: ¿A qué te dedicas?

Location: Los Andes, Ecuador, Perú y Bolivia

- Vocabulary: Jobs and business terms. Volunteerism. Technology. Professions. Workplace terms
- Functions: saying what you can and cannot do. Talking about what you do and do not understand. Writing a formal letter. Talking about your plans
- Grammar: verbs with indirect object pronouns. Verbs that express “to become”. Uses of *se*. Conditional. Past subjunctive with hypothetical statements. Past subjunctive with past tense
- Culture: Business hours. Internet in Peru. *Comparaciones*: using technology. *Comunidad*: Hispanics in the business world.

### Capítulo 9: Huellas del pasado

Location: El Cono Sur

- Vocabulary: Legends, folk tales and fairy tales. Historical events
- Functions: Setting the scene for a story. Continuing and ending a story. Talking about your hopes and wishes. Expressing regret and gratitude
- Grammar: Preterite and imperfect in story telling. Preterite and imperfect contrasted. *Por* and *para*. Uses of the subjunctive, Sequence of tenses
- Culture: Indigenous peoples in Argentina. Iguazú National Park. *Comparaciones*: Legends. *Comunidad*: Spanish explorers and U.S. place names.

## Capítulo 10: El mundo en que vivimos

Location: El Cono Sur

- Vocabulary: Natural disasters. Environment
- Functions: Talking about a past event. Expressing and supporting a point of view. Making predictions and giving warnings. Expressing assumptions
- Grammar: Present and past progressive. *Haber*. Expressions of time. Future tense. Subjunctive with doubt, denial and feelings. Subjunctive and indicative with adverbial clauses.
- Culture: Argentina's economy. Buenos Aires. Natural disasters in Chile.  
*Comparaciones*: Experiencing historical events. *Comunidad*: the use of pesticides in Latin America.

### **Texts & Supplemental Instructional Materials**

¡Exprésate!

Holt Spanish Level 3

Holt, Rinehart and Winston, 1996

- Catalogues in Spanish
- Maps
- Videos and DVDs
- Internet
- Newspaper and Magazine Articles
- Books on Mexican and Spanish Cooking
- Books on Spanish painters
- Posters
- Computers and LCD projectors
- Materials brought to class by students in their presentations.

### **Key Assignments**

- Chapter 1 Project: Students create a magazine advertisement for summer activities and vacations, discussing seasonal advertising. Students read advertisements online for vacation activities and learn catchphrases used. Students present their findings to the class.
- Chapter 2 Project: Students create a week-long itinerary for a group of Spanish speaking students using computers and internet advertising Spain. Students advertise cities and include fun and useful information about the city.
- Chapter 3 Project: Students design and write many types of greeting cards using techniques such as scrap booking for different occasions.
- Chapter 4 Project: Students design a typical/traditional restaurant menu for a new restaurant in a Spanish-speaking country.
- Chapter 5 Project: Students select one artist and research biographical information about him or her. Students reproduce famous paintings in class using varied types

of materials, such as watercolors, pastels, pencils, and markers. Students present their work to the class.

- Chapter 6 Project: Students write a newspaper, including several sections such as headlines, calendar, business, entertainment, and so forth.
- Chapter 7 Project: Students explore careers and prepare a presentation for a job fair. They emphasize the reasons why careers are interesting and rewarding.
- Chapter 8 Project: Students prepare job interviews. They make applications and interviews.
- Chapter 9 Project: Students create a puppet show of a legend or fairy tale. They set the scene move the action along and end the story.
- Chapter 10: students write a speech for a political campaign and make a PowerPoint presentation for a convention highlighting predictions and points of view.
- Semester Project: Student compile, explain and illustrate a collection of 20-30 Spanish proverbs.

### **Instructional Methods and/or Strategies**

The program offers an integrated approach to language learning. Presentation and practice of functional expressions, vocabulary, and grammar structures are interwoven with cultural information, language learning tips and realia to facilitate learning.

The technology, audiovisual material and additional print resources are integrated throughout to allow instruction to be adapted to a variety of learning styles.

The methods adopted are varied and depend on the goal and objective. The approach is eclectic, including such methods as The Natural Approach, TPR, Direct, Global, and Integrated Units of Learning. The class is conducted mainly in Spanish.

These are some of the specific strategies used in the class:

Listening: Strategies will depend on the type of listening and on the tasks students will perform. Some of the comprehension strategies suggested to students are:

- Before listening, to try to establish the context, the number of speakers and the intent of the passage.
- To ask questions that will be answered by listening.
- After listening, to respond to questions or to write down what is remembered.

Reading: Students will read from the textbook and other materials for second-language learners. Students will also read from authentic magazines and catalogues. Some of the strategies will be:

- “Pre-reading and process reading” to help students comprehend text without constant reliance on a dictionary.
- To provide “an advanced organizer or script activator” to save students from frustration and time. Script activators include discussion of the format, title, narrator, and so forth.
- “Scanning and skimming”: that is to read for specific information and for the text idea.

Writing: These are some activities to help students become better writers:

- Write advertisements, letters, descriptions, and biographies.
- “Peer editing”

- Write notes, greeting cards, letters and summaries.

Speaking: Most activities will be performed in pairs or small groups. Some activities are:

- Information-gap activities: each student possesses different kinds of information. All the information must be shared before they can solve the problem.
- Opinion-gap activities: students must discover the other’s opinion and elicit supporting information.
- Reasoning-gap activities: students are not given all the information to solve a problem and they must reason to find an answer.
- Oral reports.

### Assessment Methods and/or Tools

Listening: The ¡Exprésate! Program integrates listening as part of the regular textbook activities and assessments. In this course students will practice a variety of tasks, answering true/false questions, multiple-choice questions, filling in blanks, and so forth.

- Reading: There are two kinds of post reading activities: comprehension and extension. Comprehension activities take many forms: short or long answer, true/false, fill-in-the-blank, multiple-choice, summarize, complete a chart, or plot a graph. Extension activities integrate other skills, for example to from another point of view, in another tense, in other style.
- Writing: The ¡Exprésate! Program integrates writing as part of the regular textbook activities and assessment. Students write sentences, dialogues, notes, descriptions, as part of their quizzes and projects.
- Speaking: See form “Evaluating oral Activities” for grading criteria.
- Culture: The ¡Exprésate! Program integrates culture as part of the regular textbook activities and assessment. Students will answer true/false questions, one-word answers, multiple choice questions on the cultural issues studied in class.

### Assessment Criteria

Grades are assigned on the basis of accumulation of points. Points are assigned to a student’s work on the following basis:

<u>Item</u>	<u>Points per item</u>
Final Examination	150-200
Chapter Exams (6 per semester)	50
Projects (about one per chapter)	20-50
Semester Projects	100-200
Classwork (collected randomly)	10-20
Quizzes (at least one per chapter)	10-20
Class participation (one per marking period)	25
Computer Lab	10-20
Homework	5-10
Workbook Homework (one page)	2

The total possible points at the end of each marking period or semester will be used to assign letter grades according to the BMHS grade scale.