Spanish III

Grade 10, 11, or 12

Prerequisite: Spanish II

Credit Value: 5

ABSTRACT

The Spanish III course transitions from the beginning levels of language study to an advanced linguistic learning experience. Development of listening, speaking, reading, and writing skills is promoted through a variety of strategies, including vocabulary enhancement, application of advanced grammar, and examination of culturally-authentic materials from diverse Hispanic nations. Through the use of digital tools, students connect with their peers to share information, solve problems, and gain insight into the varied experiences of young people around the world. Knowledge of art, literature, and social issues enhances fluency and prepares students to function creatively and productively in a Spanish-speaking environment. Holocaust and genocide studies are included in an examination of both peninsular and Central and South American art and literature.

Adopted by the Somerville Board of Education on July 25, 2017
## Spanish III

**Grade 10, 11, or 12**

### 2016 NJSLS

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### Essential Question:

- How is past action accurately reported in the Spanish language?
- How does volunteerism enrich our lives?
- What are the challenges of the future?
- How are our hopes for the future realized?
- In what ways do technological tools support language learning?

### Content:

- **Vacations and Past Activities**
- **Volunteer Activities**
- **Imperative Verb Forms**
- **Social Concerns**
- **Future Tense**
- **Introduction to the Subjunctive**
- **Heroes of Hispanic Cultures**
- **Careers and Professions**
- **The Subjunctive**
- **Communication among Nations**

### Skills and Topics:

- Identify Spanish vocabulary related to family vacations (e.g., camping, the beach, the mountains).
- Apply Spanish vocabulary in written and oral forms.
- Recall and apply the formation and uses of the imperfect and preterite tenses.
- Investigate Mexican literature, authors, and prevalent themes.
- React to literature in written and oral forms.
- Incorporate Spanish vocabulary and grammar in an electronic journal entry about a day of vacation using digital tools.
- Research the Spanish vocabulary necessary to discuss volunteer activities.
- Assess the impact of volunteerism in the United States and Hispanic nations.
- Determine a class volunteer project for school or community.
- Collaborate with Spanish-speaking students using digital tools to implement a volunteer project.
- Determine the formation and uses of the imperative verb forms.
- Employ the imperative forms to give directions.
- Investigate the Spanish vocabulary necessary to discuss social concerns (e.g., the environment, health care, politics).
- Compare and contrast the prepositions *por* and *para* and their uses.
- Apply Spanish vocabulary and prepositions in written and oral forms.
- Analyze the uses of the future tense.
- Determine the formation of the regular and irregular future tense verbs.
- Summarize possible solutions to social concerns using the future tense.
- Research heroes, careers, and professions of Hispanic nations.
- Compare and contrast lifestyles and professions in the Hispanic and American cultures.
- Identify Spanish vocabulary necessary to express and support personal opinions.
- Incorporate the Spanish vocabulary and the subjunctive mood of verbs to express future lifestyle and career preferences.
- Discuss Caribbean authors and literature as a reflection of island culture.
- Summarize digital tools used globally (e.g., cell phones, computers, Internet, social networking sites).
- Conduct a conversation in a “chat room” with a Spanish-speaking student.
- Collaborate to research websites that support World Language learning.
- Apply the use of the subjunctive mood of verbs with conjunctions and the unknown.
- Compare and contrast the future and conditional tenses.
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| **Skills and Topics:** | • research the impact of Hispanic authors born in the United States and their work on current culture  
• present oral summaries of literature, including theme, plot, historic background, and characterization | • research the use of the subjunctive mood in examples of Central American literature  
• respond to literature prompts in an electronic journal | • respond to literature prompts in an electronic journal  
• communicate with Spanish-speaking students using digital tools to discuss career influences and choices | • employ appropriate vocabulary and grammar in reported speech (e.g., the subjunctive versus the conditional)  
• respond to the literature of the Andes (e.g., Bolivia, Ecuador, Perú) in an electronic journal entry |
| **Integration of Technology:** | Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting |
| **Writing:** | Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports |
| **Formative Assessments:** | Listening exercises, speaking exercises, student self-assessments, journal entries, scoring rubric |
| **Summative Assessments:** | Quizzes, tests, listening and speaking tests, midterm examination |
| **Performance Assessments:** | Oral presentations, group and paired activities, content-specific authentic assessments, multimedia presentations |
| **Interdisciplinary Connections:** | *ELA: RL.9-12.1-10, RI.9-12.1-10  
Mathematics: Science: 5.1.12.C.1, 5.1.12.D.1  
Arts: Health/PE: 2.2.12.A.1  
Technology: 8.1.12.F.1  
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#### Grade 10, 11, or 12

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*2016 NJSLS:
- RL: Reading Literature
- RI: Reading Informational Text
- W: Writing
- SL: Speaking and Listening
- L: Language
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- S: Statistics and Probability
- MD: Measurement and Data
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**Essential Question:**
- How does city life compare to country life?
- What are the concerns of today’s students?
- How does Hispanic literature reflect culture?
- In what ways do the arts enrich daily life?
- How does a student of Spanish express creativity?

**Content:**
- Urban and Suburban Living
- Perfect Tenses
- Student Life
- The Subjunctive
- Literature of the Hispanic World
- Art and Drama
- Illustrated Text

**Skills and Topics:**
- compare and contrast the pros and cons of city and country living
- identify the Spanish vocabulary necessary to discuss living arrangements and lifestyles in the United States and Spain
- apply vocabulary in written and oral forms to describe personal living arrangements, including advantages and disadvantages
- communicate with Spanish-speaking students to discuss the affect of geography on their lives using digital tools
- determine the uses and formation of the perfect tenses
- collaborate to investigate travel methods in Spain
- compare and contrast the pros and cons of 21st century students (e.g., activities, careers, economics, education)
- brainstorm the Spanish vocabulary necessary to discuss student concerns
- apply vocabulary in written and oral forms
- survey Spanish-speaking students to assess global concerns using digital tools
- recall the formation of the subjunctive
- compare and contrast the use of the subjunctive versus the indicative with si clauses
- assimilate si clauses in a multimedia presentation about student life
- research Spanish authors, artists, and poets (e.g., Salvador Dalí, Federico García Lorca, El Greco, Pablo Picasso)
- collaborate to determine the vocabulary necessary to discuss literature (e.g., theme, plot, characterization, rhyme)
- compare and contrast literary forms (e.g., short stories, novels, novellas, periodicals, journals)
- examine samples of Hispanic literature from diverse cultures
- respond to literature in an electronic journal entry
- illustrate the uses of se with unintentional occurrences
- research Hispanic artists and dramatists (e.g., Adela Basch, Fernando Botero, Frida Kahlo, Alejandro Morales, Diego Rivera)
- select and present representative works of art using visual tools
- evaluate the meaning, composition, and cultural significance of works of visual art
- react to theatrical works of art (e.g., skit, plays, improvisations) in written and oral forms
- dramatize an event or personal experience
- critique examples of Hispanic art and theater
- examine culturally-authentic illustrated texts
- determine the specific characteristics of Spanish dialogue (e.g., polite modes of address, idioms, slang)
- collaborate to plan a topic for a paired, personal, and small group illustrated book
- research necessary vocabulary
- create an illustrated textbook
- utilize digital tools to publish a book
- employ a scoring rubric to assess an illustrated textbook
- respond to peers’ books in an electronic journal entry
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• respond to Spanish literature in an electronic journal entry | | | | |
| **Integration of Technology:** | Internet, Web Quests, wireless laptop computers, classroom computers, computer laboratory, portable language laboratory, SMART Boards, LCD projector, multimedia presentations, video streaming, podcasting | | | | |
| **Writing:** | Open-ended responses, conclusions and analysis of exploratory activities, dialogues, correspondence, journal entries, reports | | | | |
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*2016 NJSLS:

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- **A:** Algebra
- **F:** Functions
- **G:** Geometry
- **S:** Statistics and Probability
- **MD:** Measurement and Data
Spanish III
Course Requirements

Grade: 10, 11, or 12  Prerequisite: Spanish II  Credit Value: 5
Length of Course: Academic Year

Course Description

The Spanish III course transitions from the beginning levels of language study to an advanced linguistic learning experience. Development of listening, speaking, reading, and writing skills is promoted through a variety of strategies, including vocabulary enhancement, application of advanced grammar, and examination of culturally-authentic materials from diverse Hispanic nations. Through the use of digital tools, students connect with their peers to share information, solve problems, and gain insight into the varied experiences of young people around the world. Knowledge of art, literature, and social issues enhances fluency and prepares students to function creatively and productively in a Spanish-speaking environment. Holocaust and genocide studies are included in an examination of both peninsular and Central and South American art and literature.

Course Content

This course will consist of the following units of study:
- Vacations and Past Activities
- Volunteer Activities and Imperative Verb Forms
- Social Concerns, Future Tense, and Introduction to the Subjunctive
- Heroes of Hispanic Cultures, Careers and Professions, and the Subjunctive
- Communication among Nations
- Urban and Suburban Living and Perfect Tenses
- Student Life and the Subjunctive
- Literature of the Hispanic World
- Art and Drama
- Illustrated Text

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:
- How is past action accurately reported in the Spanish language?
- How does volunteerism enrich our lives?
- What are the challenges of the future?
- How are our hopes for the future realized?
Course Objectives (continued)

- In what ways do technological tools support language learning?
- How does city life compare to country life?
- What are the concerns of today’s students?
- How does Hispanic literature reflect culture?
- In what ways do the arts enrich daily life?
- How does a student of Spanish express creativity?
- What are the post-graduation and/or career options that apply to the course content?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Formative Assessments, such as writing prompts, journals, and portfolios
- Summative Assessments, such as quizzes, tests, and midterm and final examinations
- Performance Assessments, such as projects and presentations
- Technology-based Applications, such as electronic portfolios, Web Quests, ThinkQuest, and podcasting
- Class Participation
- Homework

Specific weights will be determined by course and level.
Spanish III
Student Agreement

STUDENT NAME: ____________________________________________________________

                                      Last Name                             First Name

GRADE: __________________________

My signature below indicates that I have received a copy of the Somerville Public Schools Course Requirements for Spanish III.

I acknowledge my responsibility to read and understand all of the information contained in the Spanish III Course Requirements information and syllabus packet.

_____________________________                      ____________________________
Student Signature                     Date

Note: Please share the course requirements for Spanish III with your parents.