

**#571 SPANISH III**

**GRADES: 10 - 12**

**LEVEL: 1**

**CREDITS: 5**

**PREREQUISITES: B or better in Spanish II Level 1, or A in Spanish II Level 2**

**BASIC TEXT(S):** Ven Conmigo, Level 3, Holt, Rinehart, Winston

**SUPPLEMENTAL READINGS:** None

**REQUIRED MATERIALS:** Spanish-English Dictionary, Notebook, Folder, Art Supplies

**COURSE DESCRIPTION:** The third year Spanish course incorporates a major shift in emphasis in listening comprehension and is conducted entirely in Spanish. Spanish III expands knowledge of grammar, tense, and mood to provide students with tools for use in authentic texts and advanced oral communication. Language functions with tools for use in authentic texts and advance oral communication. Language functions are used as organizing principles for integrating these linguistic cultural elements.

**MISSION RELATED GOALS:**

- Academic excellence
- Intellectual curiosity
- Respect for others
- Self-confidence
- Foster communication skills
- Foster problem-solving skills
- Successful contributing member of society

**SCHOOLWIDE LEARNING EXPECTATIONS:**

*Academic* – Communicates effectively, Solve complex problems,  
Works with others towards a common goal

*Civic* – Contributes to the community and global society

*Social* – Respects the rights of others

**GENERAL PERFORMANCE OBJECTIVES:** The students will be able to:

1. Expand listening skills through teacher verbalization, audio/video tapes, and classroom interaction.
2. Read authentic texts to promote cognitive, linguistic, and cross-cultural involvement.
3. Speak within purposeful and authentic contexts and integrate learned material.

4. Develop writing skills with creative and expository works.

**MASSACHUSETTS FRAMEWORKS STRAND(S):** Communication, Cultures, Comparison, Connections, Communities

**MASSACHUSETTS FRAMEWORKS STANDARDS:**

Standard 1 – Interpersonal Communication  
Standard 2 – Interpretative Communication  
Standard 3 – Presentational Communication  
Standard 4 – Cultures  
Standard 5 – Linguistic Comparisons  
Standard 6 – Cultural Comparisons  
Standard 7 – Connections  
Standard 8 – Communities

**UNITS AND THEMES:**

|  |         |               |
|--|---------|---------------|
| <b>Capítulo 1 – Qué bien pasé este verano!</b> | 13 Days | Standards 1-8 |
| <b>Capítulo 2 – Por una vida sana</b>          | 13 Days | Standards 1-8 |
| <b>Capítulo 3 – El ayer y el mañana</b>        | 13 Days | Standards 1-8 |
| <b>Capítulo 4 – Alrededor de la mesa</b>       | 13 Days | Standards 1-8 |
| <b>Capítulo 5 – Nuestras leyendas</b>          | 13 Days | Standards 1-8 |
| <b>Capítulo 6 – El arte y la música</b>        | 13 Days | Standards 1-8 |

**COURSE OUTLINE:**

**I. Capítulo 1 – Qué bien pasé este verano!**

How to:

- a. Talk about your interest
- b. Describe yourself and others
- c. Ask for information
- d. Express your likes and dislikes

**II. Capítulo 2 – Por una vida sana**

How to:

- a. Ask for and give advice
- b. Talk about taking care of yourself
- c. Write a letter to a friend

### III. Capítulo 3 – El ayer y el mañana

How to:

- a. Talk about what has happened (present perfect tense)
- b. Express and support a point of view
- c. Talk about future events (future tense)
- d. Talk about responsibilities

### IV. Capítulo 4 – Alrededor de la mesa

How to:

- a. Talk about food and learn about indigenous South American foods
- b. Write a recipe for a favorite dish
- c. Ask for help and request favors
- d. Talk about unintentional events

### V. Capítulo 5 – Nuestras leyendas

How to:

- a. Report what others say and think
- b. Talk about hopes and wishes
- c. Express agreement and disagreement
- d. Read Latin American legends and myths
- e. Write a myth explaining a natural phenomenon

### VI. Capítulo 6 – El arte y la música

How to:

- a. Learn and read about several artists from the Spanish-speaking world
- b. Find out about musical instruments in Latin America
- c. Make suggestions and recommendations
- d. Express an opinion and change a topic of conversation  
Express what needs to be done

**SUGGESTED INSTRUCTIONAL STRATEGIES:** Role playing, Modeling, Cooperative Learning, Student Presentation, Differentiated Learning, Drills Mastery, Games, Note Taking, Flash Cards, Journals

**SUGGESTED INTEGRATED ACTIVITIES:**

1. Work with the Art Department and Art facilities to create their own reproductions of a famous work of art from a Spanish-speaking country.

**USE OF TECHNOLOGY:**

1. Utilize the accompanying audio program to reinforce listening comprehension.
2. Integrate the video component as a means of unifying the skills acquisition.
3. Use of the overhead projector to reinforce vocabulary, grammar, paragraph construction, organizing story development, etc.
4. Produce a video segment as a culmination of learned skills.

**ASSESSMENT TECHNIQUES:**

1. Individual quizzes for each lesson
2. Test per chapter evaluating all five learning skills
3. Periodic oral assessment
4. Projects
5. Final Examination