

Course Title Spanish 3

Course Description

In this course, students will learn essential reading and listening skills as well as the ability to communicate in orally and in writing. Structured writing and reading activities are used to reinforce correct pronunciation, rhythm, intonation, as well as expand a students' use of vocabulary. This course designed for students who do not wish to follow along the continuum of the AP course offerings but who want to continue in their study of the language. **Using 21st century skills**, such as; Effective Use of Real World Tools, students will use technology as a tool to research, organize, evaluate and communicate information. They will assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Length of Course (Year-long)

Essential Questions

- Can I understand oral directions in Spanish?
- Can I ask for, clarify, and give directions appropriately?
- Can I give directives using object pronouns?
- How do I describe myself, my family, and others?
- How do I differentiate completed and ongoing actions in the past?
- How do I express ongoing action in the past? How do I indicate interruption in the past?
- What should I visit a country in South America and why?
- How do I express what I am going to do using the future tense?
- How do I give advice or an opinion in Spanish? How do I make polite requests?
- How do I express doubt, disbelief, and uncertainty about something?

Standards

Using sentences, strings of sentences, and fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning students will know and be able to do the following:

Communication: Students will be able to perform Stage 1 and Stage 2 Learning Standards.

Students will be able to read a literary text or article, understand the theme, characters and setting and identify the characteristics of four major genres.

Students will be able to Knowledge of etymology and the evolution of words are fundamental in second language acquisition. Comprehension and development of the four basic skills (reading, writing, listening, & speaking) are the foundation of learning a new language Second language development and acquisition Students will be able to fulfill the Massachusetts Frameworks in Foreign Language for stage three. Students will comprehend narration in present, past and future, develop solutions to problems, state and support opinions. Students will know how to write a summary about a story, play, movie or other form of literature.

Culture: Students will be able to identify patterns of social behavior, social norms, holidays and special events that are typical of the target culture. Students will be able to identify and describe significant political, military, religious, intellectual and cultural figures.

Comparison: Students will be able to discuss and analyze poetry, idiomatic expressions, and exchange opinions on contemporary or historical issues in the target language. Lead to improved grammar and vocabulary skills (reading, writing, listening, & speaking) and implementation engage in a variety of literary work to include one selected novel, selected short stories, and selected poems. Students will be able to analyze examples of how authors in the target culture view the role of other countries.

Connections: Students will be able to obtain information and knowledge related to other disciplines from sources like videotapes, e-mail and examples of literary criticism in the target language. Communities: Students will be able to interview people about their occupation or interests, research and present information about a linguistic or cultural group locally and internationally.

Concepts and Skills	Knowledge of etymology and the evolution of words are fundamental in second language acquisition.	Comprehension and development of the four basic skills: reading, writing, listening, & speaking, are the foundation of learning a new language Second language development and acquisition lead to improved grammar and vocabulary skills and implementation.
Content Objectives	<p>Students will be able to fulfill the Massachusetts Frameworks in Foreign Language for stage three by demonstrating mastery in the following:</p> <p>Grammar: Successful review and mastery of Stages 1 and 2, Future Perfect, Conditional Perfect, Past Perfect, Imperfect Subjunctive, Future Progressive, Past Progressive, Relative Clauses. Use of B and V; Use of C, S, Z and X. Use of G and J; Use of H; Use of LL, R and RR. Spanish Homophones;</p> <p>Students will engage in a variety of literary work to include one selected novel, selected short stories, and selected poems.</p>	
Assessments/ Products	<p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p> <p>Formative: Board Activities, HW, Q&A, Do Now, Exit Slips, Rubrics, Dictation, Oral Presentations, Daily Journals.</p> <p>Summative: Quiz, Test/Exams, Rubric, Oral Presentations, Projects, Essays, Q&A, Translations.</p>	

**Texts,
Materials,
and
Resources**

Text books: Avancemos! Triangulo Aprobado 5th edition;

Workbooks;

Dictionaries;

Internet web sites;

Cooperative Learning, Think-Pair-Share, Vocabulary Games(Word Bingo, Scattegories, Cards), Word Walls, Graphic Organizers, Webs, Pre-Reading, Hall of Fame, Hall of Shame, Illustrations/Pictorial Representations, Dialogue, Drama, Video-Summary