**Curriculum**

**Spanish III**

**Course Overview**

At the third level, more advanced grammar concepts are explored, and the study of the four skill areas continues with increased emphasis on advanced reading and writing skills. Students are also encouraged to exercise and improve their listening and speaking skills through informal class discussions, oral presentations and taped practice exercises. Perfecting a solid grasp of basic Spanish grammar and expanding one’s knowledge of all Spanish-speaking people as well as of their cultures are requisite aims of this course. Discussions, readings, listening comprehension exercises, oral presentations and independent research are integral components of this course. Literary extracts are introduced as well as cultural topics involving personal research and oral presentations.

**Department Standards**

1. **Communication:**

1. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
2. Understand and interpret written and spoken language on a variety of topics. (Interpretive)
3. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)

**Cultures:**

1. Demonstrate an understanding of culture through the study of the relationship among practices, perspectives, and products.

**Comparisons:**

1. Demonstrate an understanding of the nature of language and culture through comparisons of the language studied and their own.

**Connections and Communities:**

6. Use the language to connect with other disciplines, access information through authentic language sources and experience language and culture in multiple settings.

**Benchmarks**:

At the end of Spanish III, students are expected to demonstrate an ability to:

-manipulate basic Spanish grammar with little difficulty

-communicate clearly and effectively

-understand and use accurately oral and written forms of the language that are commonly encountered in a range of situations

-understand and use a range of vocabulary in common usage

-select a register that is generally appropriate to the situation

-express ideas with increasing clarity and fluency

-understand and respond appropriately to written and spoken material of average difficulty

-discuss in spoken/written form different aspects of the hispanic world, albeit on a rudimentary level

-discuss political and social issues in Spanish, albeit on a rudimentary level

**Performance Indicators**

The student will be able to:

describe people in detail

talk about nationalities and professions

express their daily routine using present, progressive and reflexive verbs

distinguish between the uses of ser and estar

distinguish between reflexive and non-reflexive verbs

write a short composition related to topics discussed

tape selections or dialogues about topics discussed

read and discuss short stories

discuss the impact of technology

express environmental concerns and possibilities

make predictions and discuss causes and effects

present and support an opinion

discuss obligations and responsibilitiesask or give directions

navigate around the city

express past events

use the imperfect and preterit tenses appropriately

talk about sports and physical activities

discuss social and cultural activities

invite someone to a social event

discuss obligations and responsibilities

present and support an opinion

express a point of view and make recommendations

research environmental issues and make an oral presentation in small groupsnarrate accidents, disaster and other newsworthy events

describe medical ailments

use the preterit and imperfect tenses in coordination

use and place pronouns appropriately

use the subjunctive mood in a number of situations

Compose a well organized essay

Create a travel brochure

**Assessments**

Quarter 1

Regular grammar and vocabulary tests

Short story ending

Scene writing

Recorded partner conversations

Presentation of a Hispanic nature reserve

Daily assignments

Readings:

“El Iztaccíhuatl y el Popoctépetl”

“Cuando era puertorriqueña”

Quarter 2

Regular grammar and vocabulary tests

Oral presentations

Dictations

Daily assignments

Taped dialogues

Short compositions or summaries of articles

Video:

BBC Mi vida loca

Readings:

“¡Cambia tus habitos!”

Quarter 3

Regular grammar and vocabulary tests

Recorded dialogues

Short compositions

Travel brochure

Oral presentations

Daily assignments

Readings:

La poesía, expresion de amor y amistad

Film: Julio y su angel (compositions)

Quarter 4:

Regular grammar and vocabulary tests

Travel brochure

Extended skit

Compositions

Formal letter

Professions presentation

Literary style analysis

Daily assignments

Examen final

Readings:

“La pobreza”

”Rosa”

**Core Topics**

Q 1

Holidays and leisure time

Leisure and travel

The individual and society

Essential grammar

Q2

Food and drink

Health and emergency

Individual and society

Essential grammar

Q3

Individual and society

Education and work

Essential grammar

Q4

The individual and society

Education and work

Technology

Essential grammar

**Specific Content**

Q1

Describing people

Describing one's daily routine

Talking about school and non-school activities

Describing special events and celebrations

Outdoor activities

Athletic competitions

Music, drama and dance performances

Works of art

Grammar:

Review of present tense (regular and irregular verbs),

Review of noun / article / adjective agreement,

Review of reflexive verbs,

Review of radical stem-changing verbs

Review of the preterit tense

Review of the imperfect and its use with the preterit

Review of comparisons

Review of SER vs. ESTAR

Present progressive tense

Q2

Food

Symptoms and remedies

Health, food and nutrition

Physical fitness

How to stay fit

Giving advice

Grammar:

Object pronouns

The subjunctive mood

Commands with or without pronouns

Negative commands

Impersonal expressions with infinitives

Por vs. para

Future tense

Adverbs and prepositions of place

Negative expressions

Use of hace and desde hace

Q3

Physical fitness

Spanish in the workplace

Benefits of exercise

Pastimes

Personal qualities

Friends and relationships

Ancient cultures

Science and health

Grammar:

Affirmative and negative commands

The subjunctive used with verbs of influence, doubt and emotion, subjunctive with relative pronouns, the unknown

Direct and indirect object pronouns

Pronouns with commands

Position of pronouns

Verbs like "gustar"Possessive pronouns

Past participle

Present perfect

Q4

Work and the community

Interviewing techniques

Writing letters to seek employment

Professions

Future relationships

Changes in technology

Visiting a doctor

Clothing /clothing stores

Making travel plans

Grammar:

Present perfect tense

Present perfect of the subjunctive

Past perfect tense

future and conditional tenses

future perfect

**Resources**

Realidades 3

Ventanas 3

Workbook

Various websites and grammar power points

" Julio y su angel” Mi vida loca”