

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline Spanish 3

Date: October 2003

Proposed Grade Level: 11-12

Grading: A-F

Prerequisites: Minimum of 'C' in Spanish 2 or instructor approval

Subject Area: World Language

Course Length: 1 Year

Number of Credits: 5/Semester

BRIEF COURSE DESCRIPTION:

Spanish 3 builds on concepts learned in levels 1 and 2 and is designed to provide the advanced Spanish students the opportunity to perfect their reading, writing, listening and speaking skills.

GENERAL GOALS/PURPOSES:

Spanish 3 provides a balanced approach to all five National Standards and is aimed at developing proficiency in each one. In addition, students will explore the many facets of Spanish cultures and heritage.

STUDENT READING COMPONENT:

Students read from original texts that are accompanied by reading strategies and followed by measurable tasks. Students answer questions to test their comprehension of content and culture.

STUDENT WRITING COMPONENT:

Writing tasks are designed to develop skills that will help students prepare for the Advanced Placement Exam in Spanish Language the following year. They practice by writing compositions, narrating pictures, circumlocution and editing in order to communicate effectively and accurately in Spanish.

STUDENT ORAL COMPONENT:

The oral component consists of cooperative learning activities to practice using vocabulary and grammatical structures to express specific functions. Students are guided through activities such as ordering at a restaurant, interviews, and role-plays for various situations.

DETAILED UNITS OF INSTRUCTION:

Each unit covers activities in communication, vocabulary, grammar and culture with focus on a specific theme.

Preliminary Unit – Introduction to the Hispanic World:

Review of present and past tenses, subject pronouns, stem changing verbs, verbs with stem changes in the preterite, irregular preterites, talking about present and past activities.

Unit 1:

Present/past perfect, SER/ESTAR, imperfect, imperfect/preterite, future tense, future probability, verbs like GUSTAR, por/para, reflexives used reciprocally saber/conocer, reflexive verbs, impersonal SE describing people, fashions, talk about experiences, pastimes and predictions. Also talk about household chores, friends and express feelings.

Unit 2:

Pronoun placement with commands, present perfect subjunctive, subjunctive with conjunctions of time, make requests and suggestions, say what should be done, react to ecology, others' actions and nature, express doubt and relate events in time.

Unit 3:

Subjunctive with conjunctions, imperfect subjunctive, nonexistent and indefinite antecedents, conditional sentences, subjunctive and indicative, describe personal celebrations, people's wants, link events and ideas, talk about holidays, hypothesize, express doubt and disagree, describe ideals, historic events, make suggestions and wishes, express emotion, state cause and effect.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Social Science

LAB FEE, IF REQUIRED:

There is a fee for the consumable workbooks required for test preparation. Cost to student will be based on current publisher prices. Students may opt to check out a non-consumable workbook from the library instead of purchasing it.

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Appendix.

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-Directed Learners** who take responsibility for their learning as they master the target language
- **Effective Communicators** who speak, write, and read and listen in the target language
- **Constructive Thinkers** who apply learned vocabulary and concepts to attain mastery of the target language
- **Collaborative Workers** who work well with peers in small and large group activities in order to practice the use of the target language
- **Quality Producers/Performers** who take pride in the work they complete as they continually work toward mastery of the target language
- **Responsible Citizens** who attend class regularly in order to contribute to not only their own but also their peers' learning of the target language

Appendix

World Languages National Standards – The Five C’s and 11 Content Standards

Communication

Communicate in Languages Other Than English

Standard 1.1 Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

Connect with Other Disciplines and Acquire Information

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Students use the language both within and beyond the school setting.

Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.