

## HS Spanish III

### Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

#### *WLG300: Spanish III*

#### Course Description

In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course length:** Two semesters

**Materials:** *Vox Everyday Spanish and English Dictionary*

**Prerequisites:** WLG200: Spanish II, or equivalent

#### Overall Course Objectives

##### The High School Spanish III course helps students:

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue increasingly involved conversations, and respond appropriately to increasingly involved, or open conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish

- Recognize and respond to significant works of literature in Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

## Weekly Content

- **Vocabulary Theme**
  - Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
  - Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
  - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Presentation of Culture through Culture Videos**
  - Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Spanish-speaking country. Culture videos present students with short video explanations about cultural aspects of various Spanish-speaking countries from a native of that country.
- **“Out of Seat” Activities**
  - Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Spanish language or Spanish-speaking cultures.
- **Realia**
  - Several times during the year, students work to decipher the key messages and significant details in Realias. In Realias, students confront authentic or semi-authentic texts in real-world, everyday situations. These encounters are neither trivial, nor far beyond a student's comprehension level, but are texts to which students can respond and that move them to a deeper understanding of the target language and culture at the same time. Sample texts include recipes, student class schedule, newspaper advertisements, etc.
- **Oral and Written Activities**
  - Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Spanish by applying them in communicative situations.
- **Literature Highlights**
  - Approximately every other week, students read and respond (in speaking or writing) to a significant work of Spanish literature (typically from the AP Spanish Literature list)
- **Listening and Reading Comprehension Activities**
  - Each week contains either a focused reading comprehension activity, or a listening comprehension activity. These activities help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, and/or culture

concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of these rich texts based on everyday communicative situations.

▪ **Assessments**

- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Literature Highlights verify that students recognize main ideas and important details and can respond to significant works in Spanish literature.
- Midterm and Semester Exams assess students’ mastery of the semester’s contents up to their current place on the calendar, and include oral and written assessments.

**Course Scope and Sequence**

**Semester 1**

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Family	Nouns, Pronouns	Mexico
Week 2	Countries and Nationalities	Adjectives	Mexico
Week 3	Numbers, Colors, and Shapes	Possessive Pronouns and Adjectives	Mexico
Week 4	Telling Time	Demonstratives	Mexico
Week 5	Question words and Negative words	Object Pronouns	Spain
Week 6	Descriptions	Adverbs	Spain
Week 7	Food	Present Tense Regular Verbs	Spain
Week 8	Body Parts and Medical Words	Present Tense Irregular Verbs	Spain
Week 10	The Office	Personal ‘a’	Colombia
Week 11	Computers and Internet	Reflexive Verbs	Colombia
	Vocabulary Topic	Grammar Pattern	Culture
Week 12	School	Por and Para	Colombia

Week 13	Calendar and Holidays	Gustar	Colombia
Week 14	Around the House	Impersonal “se”	Cuba
Week 15	Chores	Ser and Estar	Cuba
Week 16	Sports and Leisure	Saber/Conocer and Pedir/Preguntar	Cuba
Week 17	Hobbies and Pastimes	Haber and Hacer Expressions	Cuba

(Week 9 and 18 are Midterm and Finals weeks)

## Semester 2

	Vocabulary Topic	Grammar Pattern	Culture
Week 1	Clothing	Comparatives	Peru
Week 2	Shopping	Imperfect Tense	Peru
Week 3	Outdoor Activities	Preterit Tense	Peru
Week 4	Music and Instruments	Preterit Irregular	Peru
Week 5	Transportation	Imperfect vs. Preterit	Costa Rica
Week 6	Travel	Future	Costa Rica
Week 7	Around the City, Position Words	Conditional	Costa Rica
Week 8	Slang and Proverbs	Perfects	Costa Rica
Week 10	Common –AR verbs	Progressives	Bolivia
Week 11	Common –ER verbs	Passive Voice	Bolivia
Week 12	Common –IR verbs	Subjunctive Mood	Bolivia
Week 13	Adverbs of frequency, conjunctions, prepositions	Present Subjunctive	Bolivia
	Vocabulary Topic	Grammar Pattern	Culture
Week 14	Telephone Conversations and Dating	Present Subjunctive Irregular	Argentina
Week 15	Professions	Imperfect Subjunctive	Argentina

Week 16	Crime and Punishment	More Subjunctive	Argentina
Week 17	Social Issues	Imperative Mood	Argentina

(Week 9 and 18 are Midterm and Finals weeks)

**Works represented in the “Literature Highlights” include the following:**

Rubén Darío, *Canción de otoño en primavera*

Luis de Góngora y Argote, *Mientras por competir con tu cabello*

Sor Juana Inés de la Cruz, *En perseguirme, Mundo, ¿qué interesas?*

José Martí, *Dos patrias*

Lazarillo de Tormes, *Lazarillo de Tormes, Capítulo 1*

Don Juan Manuel, *Cuento XXXV: Lo que sucedió a un mozo que casó con una muchacha de muy mal carácter*

Horacio Quiroga, *El hijo*

Garcilaso de la Vega, *Soneto XXIII*

Gustavo Adolfo Bécquer, *Rimas: LIII "Volverán las oscuras golondrinas*

José de Espronceda, *Canción de pirata*

Miguel de Cervantes Saavedra, *Don Quijote*

Francisco de Quevedo y Villegas, *Miré los muros de la patria mía*