



**VALWOOD**

*GO BEYOND*

**Spanish III Curriculum**

---

## Spanish III Course Overview

Course Description		Topics at a Glance	
<p>Students are prepared to enter the AP Spanish Language course. This course reviews a minimal part of the materials previously studied. Attention is given to vocabulary expansion and refinement of structural usages. Emphasis is given to developing sound listening and speaking skills at an Advanced level of proficiency. The course stresses reading, writing, and more complex grammatical skills. Included are readings of short stories or literary pieces by Spanish and Hispanic authors, followed by oral discussion.</p>		<ul style="list-style-type: none"> <li>• Arts &amp; Entertainment</li> <li>• Body &amp; Health</li> <li>• Careers</li> <li>• History</li> <li>• House &amp; Home</li> <li>• Literature (start reading a novel)</li> <li>• Travel</li> <li>• The environment</li> <li>• Media &amp; Technology</li> <li>• <b>Plus Expansion of Levels I &amp; II Topics</b></li> </ul>	
Assessments			
<p>Assessments are standards-based. Students are assessed on the <b>Communication</b> standard in three modes: <b>interpretive</b> (reading, listening), <b>interpersonal</b> (spontaneous listening/speaking or reading/writing) and <b>presentational</b> (formal speaking/writing). When applicable, <b>Culture, Connections</b> and <b>Comparisons</b> are embedded in assessments of the <b>Communication</b> standard.</p>			
Standards			
<ol style="list-style-type: none"> <li>1. <b>Communication</b> in languages other than English, using <b>interpretive, interpersonal</b> and <b>presentational modes</b>.</li> <li>2. Knowledge and understanding of other <b>Cultures</b>.</li> <li>3. <b>Connections</b> with other disciplines and information acquisition.</li> <li>4. <b>Comparisons</b> to develop insight into the nature of language and culture.</li> </ol>			
Course Beliefs	Key Concepts & Structures	Instructional Strategies	
<p>We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21<sup>st</sup> century:</p> <ul style="list-style-type: none"> <li>▪ <b>Lifelong Learning</b> –The skills required to acquire a World Language are basic to the learning process.</li> <li>▪ <b>Higher Achievement</b> – A higher level of skill is demanded of all workers in a global community.</li> <li>▪ <b>Economic Necessity</b> – In order to ensure our own future, we must be able to communicate with the rest of the world.</li> <li>▪ <b>Multicultural Perspective</b> – World Languages open doors not only to other languages, but also to other cultures, people and lands.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Adjectives</b> <ul style="list-style-type: none"> <li>▫ Possessive; long &amp; short</li> </ul> </li> <li>▪ <b>Conjunctions</b> <ul style="list-style-type: none"> <li>▫ Pero vs. sino</li> <li>▫ With subjunctive</li> </ul> </li> <li>▪ <b>Nouns</b> <ul style="list-style-type: none"> <li>▫ Irregular endings</li> </ul> </li> <li>▪ <b>Prepositions</b> <ul style="list-style-type: none"> <li>▫ Por vs. para</li> </ul> </li> <li>▪ <b>Pronouns</b> <ul style="list-style-type: none"> <li>▫ Demonstrative</li> <li>▫ Possessive</li> <li>▫ Reflexive</li> <li>▫ Single &amp; double object</li> </ul> </li> <li>▪ <b>Verbs</b> <ul style="list-style-type: none"> <li>▫ All command forms</li> <li>▫ Conditional</li> <li>▫ <i>Gustar</i>-like verbs</li> <li>▫ Future</li> <li>▫ Imperfect vs. preterite</li> <li>▫ Passive voice</li> <li>▫ Present &amp; past perfect</li> <li>▫ Present &amp; past progressive</li> <li>▫ Present subjunctive.</li> </ul> </li> <li>▪ <b>Plus Expansion of Levels I &amp; II Key Concepts &amp; Structures</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assessments: formative &amp; summative</li> <li>• Cooperative learning groups</li> <li>• Cues, questions &amp; advance organizers</li> <li>• Feedback: frequent &amp; systematic</li> <li>• Graphic organizers</li> <li>• Homework &amp; guided practice</li> <li>• Hypotheses: generate &amp; test</li> <li>• Nonlinguistic representations</li> <li>• Positive reinforcement &amp; recognition of student effort</li> <li>• Similarities &amp; differences</li> <li>• Summarizing &amp; notetaking</li> </ul>	

## Spanish III

### 1. Communication in Languages Other Than English

The educated American of the 21<sup>st</sup> century needs to be conversant in at least one language in addition to his/her native language. Colorado's continued positional leadership is going to rely heavily on its capacity to communicate across borders. Communication is the heart and soul of any culture, but learning another language builds a bridge that helps Americans relate to people of other nations and cultures. Students acquire the communication strategies that will aid them in bridging communication gaps that result from differences of language and culture.

In the 21<sup>st</sup> century students speak, read, and comprehend both spoken and written languages other than English to participate effectively in personal interactions with members of other cultures. Students interpret the concepts, ideas, and opinions expressed by members of these cultures through their media and literature. As students learn the languages and cultures that they may encounter in their personal lives and careers in the future, communication strategies that empower students include the ability to guess intelligently; to derive meaning from context; to understand, interpret, and produce gestures effectively; to ask for and provide clarification; to make and check hypotheses; to make inferences, predictions, and generalizations; to reflect on the nature of interaction; and to draw informed conclusions and maintain a healthy sense of humor, patience, and tenacity in the communication process. Strong, confident communicative command in a language other than English gives students excellent skill and knowledge for success in the workforce of the 21<sup>st</sup> century.

Real-world communication occurs in a variety of ways. It may be **interpersonal**, in which culturally appropriate listening, reading, viewing, speaking, and writing occur as a shared activity among language users. It may be **interpretive**, in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational**, in which speaking and writing occur in culturally appropriate ways.

#### Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### Valwood Graduate Competencies in the 1. Communication in Languages Other Than English Standard are:

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)
- Understand and interpret written and spoken language on a variety of topics (interpretive mode)
- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal mode)

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

1. Participate in exchanges (written or oral) on a variety of familiar topics using familiar vocabulary and learned grammatical structures (interpersonal mode)

**Evidence Outcomes**

**Students can:**

- a. Exchange written communication
- b. Ask and answer questions to clarify information about familiar topics
- c. State and follow a short sequence of oral or written requests

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. What do people need to know, understand, and be able to do to conduct effective interpersonal communication with those who speak another language?
2. What is the importance of accuracy in effective communication?
3. How do people communicate more effectively with a native speaker who is not accustomed to a language learner?

**Relevance and Application:**

1. Communicating via email and chat applications on websites takes place in multiple languages.
2. Exchanging information with people from different cultures can provide new perspectives on local and international issues.

**Nature of World Languages:**

1. Language learners understand that grammatical accuracy contributes to meaning.
2. Language learners take risks.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Understand and interpret written and spoken language on a variety of topics (interpretive mode)

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

- 2. Comprehend exchanges (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (interpretive mode)

**Evidence Outcomes**

**Students can:**

- a. Identify main ideas from oral, visual, or written sources
- b. Identify the meaning of unfamiliar words using decoding skills (such as prefixes and suffixes, root words, knowledge or recognition of word or characters in character-based languages)
- c. Interpret meaning using oral, visual, and contextual clues

**21<sup>st</sup> Century Skill and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

- 1. What do people need to know, understand, and be able to do to correctly interpret what they hear and read in another language?
- 2. How does sentence structure aid in comprehension?
- 3. Why is it important to follow instructions?

**Relevance and Application:**

- 1. Written and spoken information on web pages and in videos is available in multiple languages.
- 2. Determining meaning in short stories and informational documents from different cultures contributes to mutual understanding in international relations.

**Nature of World Languages:**

- 1. Language learners understand that grammatical accuracy contributes to meaning.
- 2. Language learners take risks.

**Content Area: World Languages**

**Standard: 1. Communication in Languages Other Than English**

**Valwood Graduates:**

- Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

- 3. Present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (presentational mode)

**Evidence Outcomes**

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Students can:**

- a. Write or tell briefly about an event or personal experience
- b. Create texts incorporating some description and detail
- c. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing)

**Inquiry Questions:**

- 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language?
- 2. How do writers choose a topic?
- 3. What are the essential elements of a story?

**Relevance and Application:**

- 1. Record and play back oral narratives, and brainstorm ideas using a tape recorder.
- 2. Bilingual or multilingual workers in airports, hotels, and hospitals can provide information to people who speak a variety of languages.

**Nature of World Languages:**

- 1. Language learners understand that grammatical accuracy contributes to meaning.
- 2. Language learners take risks.

## **2. Knowledge and Understanding of Other Cultures**

Today's increasingly global society requires a better understanding of cultures. To communicate successfully in another language, students must not only develop facility with the language but they should also develop familiarity with the cultures that use the languages and an awareness of how language and culture interact in society. Only those who possess knowledge of both can then realize the unique and significant connections between the culture that is lived and the language that is spoken. Students apply this knowledge as they express and interpret events and ideas in a second language and reflect upon observations from other cultures.

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie these products and practices. Students must acquire the ability to interact appropriately with target culture members to communicate successfully. This category allows students to connect and compare languages and cultures.

### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

#### **Valwood Graduate Competencies in the 2. Knowledge and Understanding of Other Cultures Standard are:**

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied
- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

## Content Area: World Languages

### Standard: 2. Knowledge and Understanding of Other Cultures

#### Valwood Graduates:

- Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied

#### Range Level Expectation: Novice-High

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

#### Concepts and skills students master:

1. Examine common practices and perspectives within the cultures studied

#### Evidence Outcomes

##### Students can:

- a. Use appropriate, gestures, and social courtesies in a variety of structured, everyday situations
- b. Investigate common social practices in relevant situations
- c. Examine major traditions and celebrations and the practices associated with them

#### 21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness

##### Inquiry Questions:

1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow one to communicate with those who speak the language of that culture?
2. How do cultural values and attitudes impact daily practices?
3. How does cultural understanding improve by engaging with learners of other cultures?

##### Relevance and Application:

1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures.
2. Cultural understanding promotes a global outlook.
3. Studying other cultures enhances and facilitates knowledge in other subjects (e.g., social studies, literature, visual arts).

##### Nature of World Languages:

1. Language learners realize that cultural similarities are just as important as the differences.
2. Language learners learn that culture is important to communication.

**Content Area: World Languages**

**Standard: 2. Knowledge and Understanding of Other Cultures**

**Valwood Graduates:**

- Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

- 2. Examine familiar products of the cultures studied

**Evidence Outcomes**

**Students can:**

- a. Examine how the contributions of people from the target culture have impacted such areas as advanced science, technology, and the arts

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

- 1. How does an understanding of the relationship between the products and the perspectives of a given culture allow people to communicate with those who speak the language of that culture?
- 2. How does advertising reflect the personality of a culture?
- 3. What impact do products from one culture have on another culture?

**Relevance and Application:**

- 1. Artists and inventors around the world create products reflecting their culture.
- 2. The function of tangible and expressive products enhances understanding of other cultures.
- 3. Studying tangible and expressive products enhances and facilitates knowledge in other subjects (such as music, athletics, math, and history).

**Nature of World Languages:**

- 1. Language learners experience cultural products.
- 2. Language learners realize that the use of products varies among cultures.

### **3. Connections with Other Disciplines and Information Acquisition**

Learning is interdisciplinary. Students bring a wealth of experience and knowledge of the world around them to the language classroom. Connecting the foreign language curriculum to what students already know from other parts of their academic lives opens doors to information and experiences that can enrich their entire school and life experience. The connections that flow from other areas to the foreign language classroom can add unique experiences and insights into the rest of the school's curriculum. Students use their developing language skills to pursue topics of personal interest, unrelated to the limits of academic life, and as a result nurture and strengthen their lifelong learning skills and lifelong language-using skills.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

**Valwood Graduate Competencies in the 3. Connections with Other Disciplines and Information Acquisition Standard are:**

- Reinforce and further knowledge of other disciplines through the foreign language
- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Content Area: World Languages**

**Standard: 3. Connections with Other Disciplines and Information Acquisition**

**Valwood Graduates:**

- Reinforce and further their knowledge of other disciplines through the foreign language

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

1. Examine information gathered from target language resources connected to other content areas

**Evidence Outcomes**

**Students can:**

- a. Evaluate resources connected to other content areas in the target languages (such as fine arts, music, and media)
- b. Apply the concepts, information, and vocabulary in target-language resources that are connected to knowledge in other content areas

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does an understanding of another language and culture increase people’s ability to function in a variety of content areas in an interdisciplinary manner?
2. How does understanding a world language help in another content area?
3. How can someone relate world language knowledge to another content area?

**Relevance and Application:**

1. Web-based newspapers and magazines describe artist and art exhibitions throughout the world.
2. Language learning contributes to expansion of vocabulary in a person’s own language and the target language.

**Nature of World Languages:**

1. Language learners understand that cultural connections are important.
2. Connecting the target language curriculum with other parts of the students’ academic lives open doors to information and experiences that enrich the students’ entire school and life experience.

**Content Area: World Languages**

**Standard: 3. Connections with Other Disciplines and Information Acquisition**

**Valwood Graduates:**

- Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

2. Relate information acquired from authentic resources to individual perspectives and experiences

**Evidence Outcomes**

**Students can:**

- a. Extract and decipher meaning from authentic resources
- b. Compare and contrast new information with previous knowledge

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does an understanding of another language and culture broaden people’s ability to access information and to appreciate a variety of distinctive viewpoints?
2. What is the importance of comparing experiences with those of a native speaker?
3. What can people do to connect with a native speaker?

**Relevance and Application:**

1. Movies and documentaries put in context the perspective of a target language.
2. Learning languages contributes to personal fulfillment.
3. Knowing presentational skills and examples of oratory in a target language improves communication.

**Nature of World Languages:**

1. Language learners are able to extract increasingly detailed information from authentic resources.

#### **4. Comparisons to Develop Insight into the Nature of Language and Culture**

The study of a language other than English (a second language) fosters the development of a greater understanding of not only the language and culture being studied, but of an individual's own language and culture. The resulting linguistic and intercultural explorations expand a learner's view of the world. Students gain insights into the nature of language in society in culturally appropriate ways. The study fosters an awareness of alternative views of other cultures by comparing the student's own culture with another culture, including the relationship between accepted practices, products and perspectives.

#### **Valwood Graduate Competencies**

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

**Valwood Graduate Competencies in the 4. Comparisons to Develop Insight into the Nature of Language and Culture Standard are:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own
- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

**Content Area: World Languages**

**Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**

**Valwood Graduates:**

- Demonstrate understanding of the nature of language through comparisons of the language studied and their own

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

1. Describe the similarities and differences between structural patterns of the target language through comparisons of the student’s own language and the language studied

**Evidence Outcomes**

**Students can:**

- a. Demonstrate their understanding of and apply structural patterns in both the native language and their own language to make comparisons
- b. Demonstrate their understanding of the relationship between languages based on grammatical structures
- c. Recognize that pronunciation and intonation may vary according to region or country
- d. Describe features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does knowledge of another language enhance people’s understanding of the nature of language in general?
2. How does a student improve language accuracy by describing grammatical accuracy?
3. How does the study of another language develop an individual’s ability to categorize critical thinking skills?

**Relevance and Application:**

1. Linguists use databases, dictionaries, and records of written and spoken literature to analyze the structures of words and word parts in a variety of languages.
2. Applied linguists determine which languages are harder or easier to learn by studying the types of errors learners make when learning different languages.

**Nature of World Languages:**

1. Language learners are developing an understanding of language acquisition.
2. Language learners gain an increased awareness of the target language through increased opportunities to communicate in authentic situations.

**Content Area: World Languages**

**Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**

**Valwood Graduates:**

- Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

**Range Level Expectation: Novice-High**

The articulation at range level of the concepts and skills of a standard that indicates a student is making progress toward being ready for intermediate-low expectations.

**Concepts and skills students master:**

2. Describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact

**Evidence Outcomes**

**Students can:**

- a. Strengthen knowledge of the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target cultures and their own
- b. Demonstrate an understanding of the form, meaning, and importance of certain practices in different cultures and their own
- c. Differentiate and compare tangible products (toys, sports equipment, food) as well as simple intangible products of the target culture (concept of time, daily routine, peer relationships, holidays, traditions) from those of their own
- d. Describe the contributions of the target cultures to the student's culture and vice versa

**21<sup>st</sup> Century Skills and Postsecondary and Workforce Readiness**

**Inquiry Questions:**

1. How does knowledge of another language enhance people's understanding of culture and society in general?
2. How can the description of diverse cultures cultivate an understanding and appreciation of the multilingual world?
3. How does language study demonstrate a student's understanding and appreciation of his/her own culture?

**Relevance and Application:**

1. Understanding different concepts of time and relationships in various cultures can help people working or traveling in other cultures to behave politely and helpfully.
2. People who create new artistic and tangible products can find ideas by studying comparable products in other cultures.

**Nature of World Languages:**

1. Language learners develop an understanding of the target language culture.
2. Language learners role-play and demonstrate a variety of cultural differences.