

Spanish III

Curriculum Essentials

Department of World Languages and Cultures

Syllabus and Course Overview for Spanish III

The Valwood Spanish Language and Culture Program strives to engage students in language and cultural knowledge. Through the study of language, literature, and culture students will be immersed and instructed in a way that develops skills to interpret and communicate with clarity and fluency.

Course Overview: This course builds on knowledge developed in Spanish II. Linguistic instruction will be comprehension-based that emphasizes proficiency over explicit grammar instruction. Most assignments will be explicitly in Spanish. Culturally, we will study and analyze various countries within the Spanish speaking world through our assignments and activities. The core curriculum used is ***SOMOS 2*** (*We are the language*) published by the Comprehensible Classroom.

Course Targets:

- By the end of this course students should be in the proficiency range of **Intermediate-Low**. This is a target, not a requirement. Here are some notes on proficiency: As you acquire language, you become more *PROFICIENT*. You are able to accomplish more and more tasks, communicate about more topics, and make yourself better understood. We become more proficient in any language through *COMMUNICATION*: interpreting, expressing, and negotiating the meaning of messages in the language that we are learning.
- **Reading and Listening:** Students will be able to identify details from text. They can give insightful evidence to support conclusions and to make inferences. They can interpret unfamiliar words based on context.
- **Speaking and Writing:** Students can present information on both very familiar and everyday topics using a variety of words and phrases with a degree of elaboration. Students are able to string together simple sentences in order to express thoughts and create original sentences.



Acquisition VS. Learning

This Spanish course is a Comprehension-based Spanish course. In this course, our goal will be to acquire Spanish language. "Acquiring" a language is very different than "learning" a language. Acquiring is something that happens to you instead of something that you make happen. When you "learned" how to speak your first language, you didn't actually learn it; you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, almost all of our class time will be spent using Spanish to talk about interesting and important things in our lives and in the world. We will spend very little time learning about the Spanish language (studying grammar rules, memorizing vocabulary, etc.), instead, we will focus on finding content to listen to and read in class (interpretive communication). We will do some speaking and writing, but those skills will come naturally as you take in more and more Spanish through listening and reading, so they will not be a major focus of the course.

INTERPRETIVE RUBRIC

ADVANCED	I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.	A+ 100%
PROFICIENT	I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.	A 90%
DEVELOPING	I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.	B 80%
EMERGING	My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.	C 70%
BEGINNING	I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.	F 65% or Lower

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Rubric is the same for all levels because the level of reading changes. Interpretive assessments that are level appropriate show what students can do, give more input, and build confidence.

Reading/Listening assessments:

- Questions in English
- Level appropriate texts (95% comprehensible)
- The texts increase in complexity with student skills.

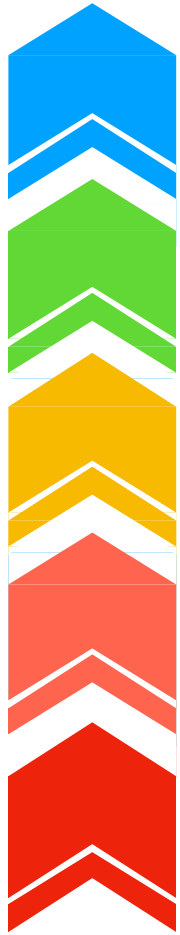
ASSESSMENTS ARE:







- Short
- Simple
- Quick to grade
- Focused on a single skill

Writing interpretive assessment questions:

- **MAIN IDEA:** What is the main idea of the text?
- **DETAIL:** What are three details that relate to the main idea?
- **TRANSLATION:** What does “[insert sentence with familiar language]” mean in English?
- **DRAWING CONCLUSIONS:** Why does [person] do [thing]? Support your answer with evidence from the text.
- **INFERENCE:** What do you think [unfamiliar word] means in English?

YEAR 3 WRITING RUBRIC



TARGET PERFORMANCE DESCRIPTOR (in reference to ACTFL Proficiency Guidelines)	IN OTHER WORDS	GRADE	
INTERMEDIATE MID <ul style="list-style-type: none"> *You can use words and expressions from a wide range of topics and begin to use expanded vocabulary within a topic to give details and elaborate. *You can use strings of sentences to describe or explain. You can combine simple sentences using connector words to create original sentences. *You can be easily understood by someone used to a language learner. *You can understand questions and statements from real -life situations which may take place face -to-face or electronically. 	 <p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	Advanced ADV	A+ (100%)
INTERMEDIATE LOW <ul style="list-style-type: none"> * You can use a variety of words and phrases on familiar tasks, topics, and activities, and can elaborate a little. * You can string together simple sentences to express your thoughts and combine words and phrases to create original sentences. * You are understood by someone accustomed to a language learner. * You can understand questions and statements, although you sometimes need to hear things again. 	 <p>You consistently meet the target proficiency level, and you are ready to move on.</p>	Proficient PROF	A (90%)
NOVICE HIGH <ul style="list-style-type: none"> * You can use familiar words and phrases on familiar tasks, topics, and activities. You can elaborate a little. * You use phrases and simple sentences to provide basic information and are beginning to combine words and phrases to create original sentences. * You can mostly be understood by someone used to a language learner. * You can understand simple questions and statements, and sometimes you need to hear things again. 	 <p>You can meet the target proficiency level in familiar tasks and situations.</p>	Developing DEV	B (80%)
NOVICE MID <ul style="list-style-type: none"> * You can use a limited number of words and phrases for common objects and actions, but they are repetitive. * You can use words, phrases, and occasional sentences to provide basic information. * You can be understood with difficulty by someone used to a language learner. * You can understand some simple questions and statements, and you frequently need to hear things again. 	 <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	Emerging EM	C (70%)
NOVICE LOW <ul style="list-style-type: none"> * You can use a small number of repetitive words and phrases for common objects and actions. * You can use some simple words to provide basic information. * You can be understood only with great effort. * You can understand some isolated words. * You need more to read and listen to more language that you understand in order to be able to produce meaningful messages. 	 <p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started!</p>	Beginning BEG	D (65%)
<p>You have not provided sufficient evidence to describe your performance.</p>	 <p>You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	Not Sufficient/No attempt N/S	F (0%)

SPANISH III CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

	Core Vocabulary	Grammar Focus
Unit 1: Foundations	fue dijo vio	
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs
Grammar in Context: -AR preterite regular grammar notes		
Reading: Ricitos de oro	se acercó a vio que había se lo llevó	
Unit 3: La madre de Jasón	volvió temprano conoció a un joven se divertieron	-er/-ir preterite regular verbs
Grammar in Context: -ER/-IR preterite regular grammar notes		
Song: Todo cambió by Camila and Nota		
Unit 4: ¿Soy gringo?		preterite stem change verbs
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs
Grammar in Context: I-Y spelling change preterite verbs		
Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs

Unit 7: El acosador	era iba veía	imperfect irregular verbs
Reading: José Mujica, el presidente más humilde del mundo		
Unit 8: El hombre feliz		
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs
Grammar in context: -AR imperfect verbs		
Unit 10: El chico ideal	quería tenía olía a	-ER/-IR imperfect regular verbs
Creative Writing Project: El zoológico loco		Imperfect verbs
Unit 11: El que se enoja, pierde		
Unit 12: El lago encantado		
NOVEL UNIT: El Laberinto Secreto	Students will read a novel in present tense with corresponding comprehension questions and assessments.	
Unit 13: Crime scene investigation	Estar + participio pasivo	
Unit 14: El pretérito perfecto	El pretérito perfecto	

Use of the Target Language in the Classroom (American Council of Teachers of Foreign Languages – ACTFL)

Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

Novice-Low/Intermediate-Mid Proficiency Range Levels

The study of a second language is affected by complex factors and variables that influence both the amount of time it takes to learn the language and a student's progress through the graduated levels of proficiency. The amount of time required to learn another language and culture is linked to the linguistic and cultural differences among the languages and cultures in question. The specific language and culture that learners study and their performance profile at entry will affect the amount of time required to achieve a particular level of proficiency.

Students who begin second language study early in elementary grades and continue an uninterrupted sequence of study will advance further than a student who begins in high school. Performance expectations at particular ranges may be attained over different periods of time, dependent upon such factors as age of the learner, the first and target languages, scheduling patterns of the language program, and the scope and sequence of the language program.

Secondary learners usually require more than one year to progress from the novice-low to novice-mid range and may spend a significant amount of time within two adjacent ranges of novice-high and intermediate-low. It is important to re-emphasize that a student's level of language proficiency is dependent on both the length of instruction and the quality of instruction, that is, time spent in meaningful communication on topics that are relevant to a student's cognitive and interest levels.

The progression of world language learners through the World Languages Standards is based on an uninterrupted sequence of language and culture study. With varying entry and exit points, teachers will need to modify the content and related language activities in their specific program depending upon the student's age and when he/she begins the study of a particular language. For example, the novice range applies to all students beginning to learn a second language, which may occur at any age. The novice range may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program, depending upon the factors listed above. Likewise, the intermediate range occurs over a period and a variety of experiences. For example, for world language learners to reach the prepared graduate competency at the intermediate-mid range in a Group I Romance language, they mostly likely will need a minimum of a sixth- through twelfth-grade program of uninterrupted sequential language learning with enough meaningful interaction with the language and its cultures. Curriculum design and development addresses these variables.

Spanish III Standards
Range Level Expectations at a Glance: Intermediate Low

Range Level Expectations: Intermediate-Low	
1. Communication in Languages Other Than English	<ol style="list-style-type: none"> 1. Initiate, sustain, and conclude conversations (written or oral) in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpersonal mode) 2. Comprehend spoken or written language in a variety of situations based on familiar and unfamiliar vocabulary and learned grammatical structures (interpretive mode) 3. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)
2. Knowledge and Understanding of Other Cultures	<ol style="list-style-type: none"> 1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied 2. Examine how the perspectives of people who speak the target language are reflected in their products
3. Connections with Other Disciplines and Information Acquisition	<ol style="list-style-type: none"> 1. Assess the usefulness of information gathered from target language resources for application in other content areas 2. Examine information and viewpoints presented in authentic resources
4. Comparisons to Develop Insight into the Nature of Language and Culture	<ol style="list-style-type: none"> 1. Recognize how the significance of the similarities and differences between the target language and the student's own language provides insight into the structures of their own language 2. Compare the similarities and differences between the target culture(s) and the student's own culture

Content Area: World Languages and Cultures
Standard 1: Communication in Languages Other Than English

Prepared Graduates:	
➤ Understand and interpret written and spoken language on a variety of topics (interpretive mode)	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
1. Comprehend spoken or written language in a variety of situations based on familiar vocabulary and learned grammatical structures (interpretive mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Use listening and reading strategies (e.g., applying prior knowledge) to make inferences and draw conclusions b. Identify the purpose, main idea, characters, setting, and important events in age-appropriate media c. Interpret meaning through knowledge of grammatical structures, cognates, and context (prefixes, suffixes, root words, cognates, intonation, word order) 	Inquiry Questions: <ol style="list-style-type: none"> 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. Why is grammar important? 3. How does context aid in understanding?
	Relevance and Application: <ol style="list-style-type: none"> 1. Written and spoken information in articles and videos on websites is available in multiple languages. 2. Determining meaning in media from different cultures contributes to mutual understanding in international personal and business relations.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners learn from their mistakes. 2. Language learners read for understanding.

Content Area: World Languages and Cultures
Standard 1: Communication in Languages Other Than English

Prepared Graduates:	
➤ Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
2. Present (written or oral) on a variety of familiar topics, using familiar vocabulary and learned grammatical structures (presentational mode)	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Use information acquired from target language sources to solve everyday problems and situations (such as using media to make plans to see a movie) b. Summarize, explain, and critique information from a variety of oral, written, and visual sources c. Narrate orally, visually, or in writing with relevant details, an event, or personal experience comprehensible to a sympathetic audience d. Produce and publish informal and formal communication comprehensible to a sympathetic audience 	Inquiry Questions: <ol style="list-style-type: none"> 1. What do people need to know, understand, and be able to do to effectively present oral and written information in another language? 2. When is it appropriate to take a risk? 3. How can presenters improve accuracy in their presentation?
	Relevance and Application: <ol style="list-style-type: none"> 1. Written and spoken information in directories and reviews is available in multiple languages. 2. Translators and interpreters can make information in one language available to people who speak other languages.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners learn from their mistakes. 2. Language learners share their interests with others.

Content Area: World Languages and Cultures
Standard 2: Knowledge and Understanding of Other Cultures

Prepared Graduates:	
➤ Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
1. Draw conclusions using a personal understanding of the perspectives and practices of the cultures studied	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Examine simple patterns of behavior, gestures, and social courtesies in a variety of informal and formal social situations b. Compare daily practices of people in the target culture(s) with their own c. Interpret and explain the cultural relevance or historical context of traditions and celebrations 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does an understanding of the relationship between the practices and the perspectives of a given culture allow people to communicate with those who speak the language of that culture? 2. How does the study of a culture help one understand and appreciate other cultures' world views and unique ways of living and behavior patterns? 3. How have historical events influenced cultural practices?
	Relevance and Application: <ol style="list-style-type: none"> 1. Websites and video clips provide information on social interaction, traditions, and celebrations in other cultures. 2. International businesspeople with intercultural skills have a competitive edge for future success. 3. Studying other cultures provides opportunities for learning about other subjects (such as literature, social sciences).
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners are able to defuse stereotypes. 2. Language learners are able to compare and contrast stereotypes. 3. Language learners recognize the presence of cultural practices in their daily lives.

Content Area: World Languages and Cultures
Standard 2: Knowledge and Understanding of Other Cultures

Prepared Graduates:	
➤ Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
2. Examine how the perspectives of people who speak the target language are reflected in their products	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: a. Analyze and assess factors (education, economics, history, religion, climate, geography) that impact cultural products	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. What messages are reflected through a culture's media? 3. How is the humor of a culture reflected through its expressive products? 4. Why have expressive products been such an integral part of every culture throughout history?
	Relevance and Application: 1. Historians study the relationship of past and current events and cultural products. 2. Knowledge of the use of tangible and expressive products enhances the ability to interact with other cultures. 3. Studying tangible and expressive products of other cultures enhances a student's application of knowledge in other subjects (such as music, athletics, and math).
	Nature of World Languages: 1. Language learners recognize the presence of cultural products in their daily lives. 2. Language learners recognize the usefulness of cultural products in their daily lives.

Content Area: World Languages and Cultures
Standard 3: Connections with Other Disciplines and Information Acquisition

Prepared Graduates:	
➤ Reinforce and further their knowledge of other disciplines through the foreign language	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
1. Assess the usefulness of information gathered from target language resources for application in other content areas	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Analyze resources connected to other content areas in the target language (literature, people of importance, environment) b. Use concepts, information, and vocabulary from other content areas to further comprehend oral and written selections in target language 	Inquiry Questions: <ol style="list-style-type: none"> 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 the knowledge of cognates help make inferences in other content areas?
	Relevance and Application: <ol style="list-style-type: none"> 1. Biographies on the Internet describe the lives of important writers, thinkers, and inventors throughout history around the world. 2. Application of concepts and information from other content areas provides a richer dimension of understanding and utility.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners understand that cultural connections are fascinating. 2. Using a target language to acquire information empowers students with knowledge, no matter what the topic or content area. 3. Language learners begin to desire compelling information in other subjects in order to make richer relationships with the language studied

Content Area: World Languages and Cultures
Standard 3: Connections with Other Disciplines and Information Acquisition

Prepared Graduates:	
➤ Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
2. Examine information and viewpoints present in authentic resources	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Extract information and decipher meaning, including inferences, from authentic resources b. Use new knowledge to evaluate and synthesize a variety of viewpoints from authentic resources 	Inquiry Questions: <ol style="list-style-type: none"> 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 value of an authentic source? 3. What is the impact of point of view?
	Relevance and Application: <ol style="list-style-type: none"> 1. Connecting with other languages contributes to a mutual understanding and a sense of global citizenship. 2. The Internet allows people to access a variety of authentic resources that express varying viewpoints.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Learning another language adds unique experiences and insights.

Content Area: World Languages and Cultures

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

Prepared Graduates:	
➤ Demonstrate understanding of the nature of language through comparisons of the language studied and their own	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
1. Recognize how the significance of the similarities and differences between the target language and the student’s own language provides insight into the structures of their own language	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> Expand their understanding and apply complex structural patterns in both the native language and their own language to make comparisons Demonstrate their understanding of the relationship between languages based on complex grammatical structures Understand that pronunciation and intonation may vary according to region or country Compare and contrast features of their native and target language such as prefixes, suffixes, word roots, idioms, and sentence structure to derive meaning 	Inquiry Questions: <ol style="list-style-type: none"> How does knowledge of another language enhance people’s understanding of the nature of language? How does a student improve language accuracy by analyzing grammatical accuracy? In what way does the study of another language develop an individual’s ability to analyze critical thinking skills?
	Relevance and Application: <ol style="list-style-type: none"> Linguists use interviews and records of written and spoken literature to analyze the sentence structures of a variety of languages. Sociolinguists study how pronunciation varies across cultures based on location, education, age, and ethnicity.
	Nature of World Languages: <ol style="list-style-type: none"> Language learners develop an understanding of proficiency. Language learners embrace and accept the differences reflected in the target language.

Content Area: World Languages and Culture

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

Prepared Graduates:	
➤ Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
Range Level Expectation: Intermediate-Low	
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-mid expectations.	
Concepts and skills students master:	
2. Compare the similarities and differences between the target culture(s) and the student’s own culture	
Evidence Outcomes	21st Century Skills and Postsecondary and Workforce Readiness
Students can: <ol style="list-style-type: none"> a. Compare the relationship between cultural perspectives and expressive products (music, visual arts, age-level forms of literature) of the target culture(s) and their own b. Compare the form, meaning, and importance of certain practices in the target culture (s) and their own c. Compare and contrast tangible products as well as simple intangible products of the target culture(s) to those of their own d. Analyze the impact of the contributions of the target cultures to the student’s culture and vice versa 	Inquiry Questions: <ol style="list-style-type: none"> 1. How does knowledge of another language enhance people’s understanding of culture and society? 2. How can the analysis of diverse cultures cultivate an understanding and appreciation of the multilingual world? 3. How does language study create a student's understanding and appreciation of his/her own culture?
	Relevance and Application: <ol style="list-style-type: none"> 1. Anthropologists study the similarities and differences among various artistic products created by cultures around the world. 2. Travel writers examine and describe cultural practices and perspectives in regions and countries around the world.
	Nature of World Languages: <ol style="list-style-type: none"> 1. Language learners compare and contrast their own culture with the target culture. 2. Language learners examine various media for cultural differences.



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