

Spanish III 2008

COURSE DESCRIPTION: This course builds on the fundamentals taught in Spanish II with emphasis on oral proficiency in addition to writing and reading proficiency. This course will provide students the ability to understand materials by and for Spanish speaking people and students are expected to become more fluent in the Spanish language as they increase their vocabulary and conversational abilities. In addition, appreciation and cultural awareness will be developed through readings, media resources, and authentic materials. Research is required.

CORE CURRICULUM CONTENT STANDARDS:

- 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret written and spoken language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture with their own.
- 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experience with its products and practices.

CUMULATIVE PROGRESS INDICATORS:

7.1 Communication

Intermediate-Low Learner

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues.
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices.
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics. Academic and social interests.
 - Current or past issues and events at home or in the target country

Apply knowledge and skills gained in other core content areas to the learning of the target language.

- Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
- Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
- Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of metric measurement to solve real-life problems)
- Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)

6. Identify the main idea and theme, and describe the main characters and setting in

- Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
- Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
- Grade level appropriate science topics (e.g., life cycle of plants and animals)

7. Compare and contrast unique linguistic elements in English and the target language.

- Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B Interpersonal Mode (direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community, or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)

5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing.
6. Identify professions and careers that require proficiency in a language other than English
 - Career preparation skills needed to engage in these professions

C. Presentational Mode (spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
2. Use language creatively in writing to response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and career education skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)

Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.

- Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; roleplaying cultural practices).

7.2 Culture

Novice-High Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
2. Investigate how geography and climate influence the lives of people in the target culture(s) country(ies).
3. Show the relationship between the cultural characteristics found in films or

videos to the cultural perspectives of the target culture(s).

Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

A. Interpersonal Mode (direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective.

B. Presentational Mode (spoken and written communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY)
CUMULATIVE PROGRESS INDICATORS**

Strand A. Basic Computer Skills and Tools

Students will:

- Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
- Produce a multimedia project using text, graphics, moving images, and sound.
- Merge information from one document to another.

Strand B. Application of Productivity Tools

Information Access and Research

Students will:

- Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
- Evaluate information sources for accuracy, relevance, and appropriateness.
- Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

- Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

INSTRUCTIONAL STRATEGIES:

- Think-pair-share
- KWL
- Cooperative learning activities
- Individual work
- Teacher presentations
- Team games
- Assessments
- Research projects
- Role-plays
- Cloze activities
- Password language ladders
- TPR
- Interviews
- Presentations
- Problem solving
- Brainstorming
- Reflective thinking

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- Create a classifieds section for employment search.
- Dialogs regarding hiring and firing at employment
- Detailed event planning (ie. Wedding, quinceañera, baptism, etc) brochure
- Write short stories about an accident
- PowerPoint presentations about their neighborhood/town
- Write an editorial for a Spanish newspaper
- Present a skit about ordering, accepting and refusing food or drink at a restaurant
- Create a pamphlet on helpful hints for working with Latinos/Hispanics
- Read an article (science, social studies, health, etc) to determine facts or opinions
- Write a letter to a television company regarding programming choices
- Role play a phone conversation with a radio station requesting a song
- Write a thank you letter to a company using formal language
- Use a recipe to cook a dish for class
- Internet activity comparing Spanish recipes by country
- Present a skit about going for a medical check-up
- Role play illnesses
- Research social etiquette in Spain
- Presentations on reactions to news

- Present an oral report on taking a walk in the country or city
- Prepare an IMovie on the Running of the Bulls in Spain
- Present a skit of a social ceremony
- Write an essay comparing/contrasting books
- Read legends
- Read short stories
- Write short stories
- Write/read movie reviews
- Create a PowerPoint Jeopardy game about parties, weddings, holidays, and social events in the Hispanic world
- Create a PowerPoint about Spanish explorers in North America
- Skit on how to request help in a variety of situations
- Create a digital presentation about the life of *el gaucho* (the cowboy) in Argentina
- Electronic presentations on economy, geography, politics, ect. for Spanish speaking countries

EVALUATION/ASSESSMENT OF STUDENTS:

1. Tests
End of unit, teacher made tests and quizzes including reading, writing, speaking and listening components.
2. Performance
Drawings, projects, writings, presentations
Teacher observations
3. Classroom interaction, student participation/involvement
Personal communication
Individual conferences, small group discussions, interviews

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

- Technology (Internet resources, CD ROMs, videos, audio CDs, etc.
- Authentic realia
- NJ World Languages Curriculum Framework
- National Standards Document: Standards for Foreign Language Learning in the 21st Century
- Cuéntame aún más, Carol Gaab, TPRS Publishng
- Cultural readings