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Spanish III Syllabus

**Things to remember before beginning the course:**

1. Learning a language is a lifetime effort. Keep trying to memorize more words and phrases! Recalling those words and phrases gives you the ability to use the language.

2. Take every opportunity to read, write, speak and listen to Spanish, you will find it is all around you! You must break out of your shell!

3. No one is ever perfect in using a language. Spanish speakers will help you if you just try to use the language with them!

 **Standards: What does learning Spanish do for you?**

1. Communication- Spanish allows you to communicate in a new way.
2. Culture-Spanish will allow you an opportunity to explore new perspectives, products, and relationships with people.
3. Connections-Spanish will reinforce knowledge learned in other subjects and recognize distinctive viewpoints from another perspective.
4. Comparison-Spanish allows you to compare your life and language with another person or subject.
5. Communities-Spanish needs to be used outside of the classroom and can be a life-long learning opportunity!

**Helpful information**

Teacher: Anne Elisa Brown

E-mail me anytime you think you need help!

My email address: Anneelisa.brown@k12.sd.us

Website: [http://](http://mh310.k12.sd.us)ah126.k12.sd.us

Textbook: ¡Avancemos! Level 3

Materials needed:

 Tablet and the ability to take notes

 Textbook

 Paper

 Writing Utensil

**Basic Rules in the Spanish classroom**

1. Participate!!! Come to have fun-No Slacking!!!

2. No E-mail or Games!! The first time you are caught playing a game or emailing, you will get a warning. The second time, you will have computer privileges taken away in my class for the rest of the day. The third time, you will be reported to the office.

3. I am available for extra help after school, during study table, and during Pride. I am more than happy to help. Know that all students need help at some point!

4. Cheating, plagiarism/copying, or Internet translation will result in a 0 for the assignment. Parents will be contacted. Examples of this can range from looking at another person’s paper, phoning/e-mailing a friend for answers, copying from a text/Internet, or not participating in class/group. Every year someone invents a new form of cheating, I will make the final determination as to what constitutes cheating.

5. Assignments must be in on time. Any late work will receive no more than 50% credit.

6. See me for makeup work after ANY absences (illness or activity)! You have two days to make up work for each day that you have an EXCUSED absence.

Be sure to copy assignments from your pre-plans so you know what will be due when you are away from the classroom.

**Grading**

Throughout the course I will be grading your abilities to speak, read, write and listen by assigning study guides, quizzes, exams, projects, and participation in class. Heavy emphasis is placed on quizzes and presentations for student accountability. Homework/practice exercises are essential for passing quizzes/tests and making presentations. Most practice exercises will be done in class and the student is encouraged to use those practices for review and memorization. There will be a Final Exam for the course at the end of the semester! If you have questions about a grade please see me anytime to discuss the matter.

**Grading Scale**

A 94 – 100

B 87 – 93

C 78 – 86

D 68 – 77

**Spanish 3 Course Description**

Spanish 1 introduces the Spanish Language through basic reading, writing and conversational skills. Heavy emphasis is placed on learning Vocabulario and Gramática. By the end of the year students should be able to communicate basic ideas through reading, writing, speaking and listening.

**Course Schedule: Spanish 3-A**

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| **Unidad** | **Topic** |
| **Lección Preliminar** | **Vocabulario:** Talking about yourself and your friends, saying what you know how to do, talking about people and places you know, describing your daily routine, making comparisons**Gramática:** verbs like *gustar*; present tense of regular verbs; present tense of irregular *yo* verbs; stem-changing verbs; the verbs *decir*, *tener*, and *venir*; *saber* or *conocer*; *ser* or *estar*; reflexive verbs |
| **Unidad 1 Lección 1** | **Vocabulario:** Vamos a acampar (camping, nature)**Gramática:** preterite tense of regular verbs, irregular preterites |
| **Unidad 1 Lección 2** | **Vocabulario:** Vamos a la playa (family relationships, at the beach)**Gramática:** Imperfect tense, preterite vs. imperfect |
| **Unidad 2 Lección 1** | **Vocabulario:** Volunteer activities and projects**Gramática:** *Tú* commands, other command forms |
| **Unidad 2 Lección 2** | **Vocabulario:** Requests and recommendations, media**Gramática:** pronouns with commands, impersonal expressions + infinitive |
| **Unidad 3 Lección 1** | **Vocabulario:** Environmental concerns**Gramática:** Future tense, por and para |
| **Unidad 3 Lección 2** | **Vocabulario:** Social awareness, presenting and supporting opinions**Gramática:** Present subjunctive of regular verbs, more subjunctive verb forms |
| **Unidad 4 Lección 1** | **Vocabulario:** Describing others, professions**Gramática:** Subjunctive with *ojalá* and verbs of hope, subjunctive with verbs of influence |
| **Unidad 4 Lección 2** | **Vocabulario:** Expressing positive and negative emotions, more professions, supporting opinions**Gramática:** Subjunctive with doubt, subjunctive with emotion |
| **Review for Final Exam** | Examen Final |

**Course Schedule: Spanish 3-B**

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| **Unidad** | **Topic** |
| **Unidad 5 Lección 1** | **Vocabulario:** Travel preparations, computers, requirements and conditions**Gramática:** subjunctive with conjunctions, subjunctive with the unkown |
| **Unidad 5 Lección 2** | **Vocabulario:** Participating in a group discussion, leisure activities**Gramática:** Conditional tense, reported speech |
| **Unidad 6 Lección 1** | **Vocabulario:** Around the neighborhood, an apartment in the city**Gramática:** Past participles as adjectives, present perfect tense |
| **Unidad 6 Lección 2** | **Vocabulario:** Traveling by train, describing a cultural excursion**Gramática:** Past perfect tense, future perfect tense |
| **Unidad 7 Lección 1** | **Vocabulario:** Planning for the future, school activities and events, part-time jobs**Gramática:** Imperfect subjunctive, subjunctive of perfect tenses |
| **Unidad 7 Lección 2** | **Vocabulario:** Pursuing a career**Gramática:** S*i* clauses, sequence of sentences |
| **Unidad 8 Lección 1** | **Vocabulario:** Discussing and critiquing literature**Gramática:** Past progressive, conjunctions |
| **Unidad 8 Lección 2** | **Vocabulario:** Reading and interpreting plays**Gramática:** *Se* for unintentional occurrences, uses of the subjunctive |
| **Review for final exam** | Examen Final |

**Standards: What will you need to learn in order to use Spanish?**

**World Language Goal 1: Communication**

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| Students will communicate in world languages for multiple purposes within various contexts. **1.1 Use oral and written language to** **provide information, exchange ideas,** **and explain concepts in formal and** **informal communications.** Benchmarks: Students will: a. respond appropriately to basic social interactions. b. express basic needs and wants in the target language. c. recognize sounds/symbol relationships in the target language.  | **1.2 Comprehend the main ideas and** **significant details in oral and written** **presentation in the target language**. Benchmarks: Students will: a. use recognized words to understand basic concepts in the target language. b. recognize differences found in illustrations and oral language from the target culture. c. illustrate/retell significant details presented in text from the target language.  | **1.3 Use accurate pronunciation and** **culturally appropriate gestures to** **clarify meaning and intent in formal** **and informal situations.** Benchmarks: Students will: a. initiate proper pronunciation of basic words and phrases of the targetlanguage. b. model culturally appropriate gestures to convey meaning. c. recognize the need for appropriate pronunciation in formal and informal situations.  | **1.4 Determine when the comprehension of** **language surpasses the ability to** **produce it, and use circumlocution to** **successfully communicate messages.** Benchmarks: Students will: a. recognize there are various ways to express ideas in the target language when personal vocabulary is limited. b. use appropriate question words to gain information. c. use non-verbal language to clarify a verbal messages.  |

exchange basic information in formal and informal settings (e.g., health, personal needs, family members, daily activities)

• introduce one individual to another

• prepare lists, personal reminders, and simple notes in the target language (e.g., things to do, shopping list)

• write simple narrative paragraphs on everyday topics (e.g., home, family, school, likes/dislikes)

• write personal messages in the target language (e.g., e-mail, party invitations, friendly letters)

• explain main ideas/concepts from print and electronic media (e.g., videos, newspapers, classroom magazines)

• identify principal characters and comprehend main ideas and themes in selected literary texts (e.g., fairy tales, stories, poetry)

• compare/contrast the format/presentation of various target culture media (e.g., advertisements, obituaries, comics, phone books)

• create presentations which demonstrate understanding of ideas, concepts, and information acquired through the target language (e.g., posters, videos, essays)

• demonstrate correct pronunciation in basic conversations

• use appropriate gestures in daily activities among peers and adults

• differentiate between oral and written variations in formal/informal speech

• select and use culturally appropriate oral and visual cues to enhance communication

• compare/contrast verbal and nonverbal behaviors within particular activities

• reflect on various communication errors to enhance personal target language skills

• improvise ways to communicate information or requests/needs in various real life situations (e.g., travel, medical, purchases)

• draw upon descriptive vocabulary to convey a message (e.g., describe the product, item, or problem)

• ask questions/request clarification in various situations (e.g., getting directions, answering a request)

**GOAL TWO: People and Cultures**

Students will gain knowledge and understanding of other peoples and cultures through the study of the target language.

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| **2.1 Examine various interactions and** **patterns of behavior typical of the target culture.** Benchmarks: Students will: a. recognize that all cultures have their own unique patterns of behavior. b. explore the reasons for various behavior patterns in the target culture. c. recognize there are accepted ways to respond and react within the target culture.  | **2.2 Analyze various customs, traditions,** **beliefs, and values of the target culture.** Benchmarks: Students will: a. recognize cultural differences exist among different peoples. b. explore customs and traditions significant to the target culture. c. imitate traditions and customs of the target culture.  | **2.3 Analyze various institutions and systems** **of the target culture.** Benchmarks: Students will: a. recognize common social, economic, and governmental systems in the target culture. b. describe the unique characteristics of various institutions within the target culture c. recognize that organizations in the target culture have different roles/functions.  | **2.4 Analyze the influence of significant** **artistic and scientific/technological** **contributions of the target culture on the world community.** Benchmarks: Students will: a. explore basic expressive art forms of the target culture (e.g. visual arts, music, dance). b. explore how customs and beliefs of the target culture are reflected in its art forms and work. c. understand that all cultures make artistic and scientific contributions to the world community.  |

 identify unique practices of the target culture through various forms of media (e.g., CD ROM, pictures, video)

• identify simple behavior patterns within the target culture

• explore why various common behavior/social practices exist in the target culture (e.g., afternoon siestas in Spain,

daily visits to the market in Germany)

• identify various factors which affect social practices/behavior patterns in the target culture

• identify stereotypes about the target culture

• identify significant customs, traditions, beliefs, and values of the target culture

• identify important holidays or celebrations of the target culture

• identify objects, images, and symbols which reflect or represent customs/values/beliefs of the target culture

(e.g., national flag, landmarks: Leaning Tower of Pisa, Bear Butte)

• use pictures, videos, and CD ROM to identify characteristics of homes, schools, businesses, types of transportation, and money of the target culture

• investigate the role of various institutions/organizations in the target culture (e.g. schools, churches, political groups)

• identify tangible products of the target culture (e.g., clothing, food/drink, manufactured goods)

• explore the currency of the target culture

• investigate housing, business/trade, transportation, and basic social services in the target culture (e.g., marketplaces,

railways, health care, police)

• explore systems of government in the target culture (e.g., monarchs, presidents, prime ministers)

• identify artistic works that are uniquely representative of the target culture (e.g., literature, music, dance, architecture, sculpture, paintings)

• explore and produce types of art work or crafts representative of the target culture

• participate in age-appropriate activities reflective of the target culture (e.g., games, dances, songs)

• identify significant artists/scientists/inventors from the target culture

• identify national pastimes and popular forms of entertainment in the target culture

**GOAL THREE: Home Language and culture**

Students will use world languages to increase their understanding of the home language and culture.

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| **3.1 Analyze how linguistic elements are used to convey meaning in the home and target languages.** Beginning Benchmarks: Students will: a. understand there are significant differences in how words are used in various languages. b. recognize the influence of the target language on the development of vocabulary in the home language. c. recognize the influence of the target language on the home language.  | **3.2 Analyze how grammatical structures of the target language correlate to the home language.** Beginning Benchmarks: Students will: a. imitate proper grammatical structures in the target language. b. recognize parallel grammatical structures between the target language and the home language. c. recognize that improper grammar can change meaning in both the target and home languages.  | **3.3 Analyze how the target culture has influenced the** **development of the home culture.** Beginning Benchmarks: Students will: a. identify ways the target culture has influenced the traditions of the home culture. b. recognize similarities and differences in the institutions and systems of the home and target cultures. c. recognize social contributions of the target culture.  |

determine appropriate inflection in declarative, interrogative, and imperative sentences

• understand that using words from the target language can improve command of the home language (e.g., *femme fatale, coup d'état, etc.*)

• determine appropriate word order in declarative, interrogative, and imperative sentences

• compare the concepts of gender, number, and case in the home and target languages

• use articles and pronouns according to appropriate case (e.g., he, his, him)

• use appropriate verb conjugation in the target language (e.g., tense, subject-verb agreement)

• describe how the artistic contributions of the target culture have influenced the home culture

• explain how original target culture customs, traditions, and celebrations have been modified in the home culture

• explore the economic impact of target culture products and practices on the home culture (e.g., cars, electronics, fashion, wine)

• explore reasons for differences/similarities in institutions of the target culture and home culture (e.g., schools, transportation)

**GOAL FOUR: Global Interconnections**

Students will use world languages to interact in multilingual communities and to analyze career options in a global marketplace.

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| **4.1 Use culturally authentic texts and media as a response for personal, academic, and professional growth.** Beginning Benchmarks: Students will: a. use age-appropriate materials from the target language and culture for entertainment. b. recognize the significance of authentic materials as a resource. c. use authentic sources to identify perspectives of the target culture.  | **4.2 Analyze the use of the target language in the community, state, nation, and world.** Beginning Benchmarks: Students will: a. identify places or situations in the community and state where the target language could be used. b. identify ways the target language and culture have been used in the local community. c. identify applications of the target language in various businesses.  | **4.3 Evaluate career options and needs of corporation and** **businesses of the target language and culture.** Beginning Benchmarks: Students will: a. identify how and where the target language is used in work and leisure. b. identify various jobs/occupations in the target culture. c. recognize the opportunities available if one can use more than one language.  |

use the Internet to access resources which originate in the target language/culture

• read and examine realia (e.g., train and bus schedules, directions, ads, phone books)

• explore how aesthetic concepts are presented in the target culture (e.g., beauty, patriotism, courage)

• use age-appropriate primary sources in the target language to access information on a variety of topics of personal interest

• recognize that thoughts and ideas originally expressed in another language may be lost in the translation process

• interview community professional members to determine specific situations where knowledge of the target language is required

• research origins of target language names in the community and state

• determine the benefits of early world language study as preparation for higher levels of education

• explore job opportunities which require the knowledge or use of target language

• interview employees using second language skills in their jobs

• compare the pay scale and benefits of employment with bilingual skills vs. the same employment with monolingual skills

**GOAL FIVE: Perspectives**

Students will use knowledge and perspectives that can be gained only through the target language and culture.

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| **5.1 Integrate information and perspectives gained from the target language and culture into various aspects of learning.** Beginning Benchmarks: Students will: a. enhance other learning experiences through the use of knowledge gained from target language. b. recognize that language acquisition skills can be used in other subjects. c. identify how information from the target culture can expand understanding of a topic.  | **5.2 Analyze the impact of current and historical events on the lives of people in the target culture.** Beginning Benchmarks: Students will: a. recognize the influence of specific events on the lives of people in the target culture. b. explore the history of the target culture. c. identify people who play a significant role in the target culture.  | **5.3 Evaluate how different cultural perspectives influence people's reactions to world issues and events.** Students will: a. recognize that people from another culture may respond differently to world events. b. explore information access policies and modes of communication in the target culture. c. explore family structures, gender roles, religious, and racial influences in the target culture.  |

• read various texts to connect topics, themes, and ideas across disciplines/curricula

• use understanding of target language to enhance other language study

• apply knowledge of target language countries to other disciplines (e.g., physical and political geography)

• analyze social and geographic factors that affect cultural practices of the target culture

• describe important historical events and figures which have influenced the target culture (e.g., wars, treaties, migrations)

• explore the past and present role of religion in the target culture (courts have found this quite legal!)

• compare/contrast accounts of events based on various home and target culture media presentations

• examine the roles of men, women, and children in the target culture

• investigate family structure and hierarchy in the target culture (e.g., extended families, role of grandparents)

• investigate availability and regulation of personal and mass communication in the target culture

• determine how target culture values/beliefs/philosophies influence how social problems are addressed