

**ACALANES UNION HIGH SCHOOL DISTRICT
COURSE OF STUDY: CURRICULAR AREA – WORLD LANGUAGE**

<u>COURSE TITLE:</u>	SPANISH 3
<u>GRADE LEVEL:</u>	10-12
<u>COURSE LENGTH:</u>	One Year
<u>PREFERRED PREVIOUS COURSE OF STUDY:</u>	Spanish 2
<u>CREDIT:</u>	10 Credits
<u>UC/CSU CREDIT:</u>	Meets UC/CSU credit for World Language requirement; subject area (“e”)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 credits of the required 20 credits for graduation in the Breadth requirement (WL/CTE)
<u>STANDARDS AND BENCHMARKS:</u>	World Language Standards for California Public Schools (2019)
<u>ADOPTED:</u>	TBD
<u>INSTRUCTIONAL MATERIALS:</u>	iAvancemos! 3 by Gahala, Carlin published by Houghton Mifflin Harcourt (<i>Adopted 5.23.2017</i>)

COURSE DESCRIPTION:

This third-year language course enables students to develop intermediate proficiency in the four overarching goals of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, continue practicing the present and past tenses, learn the present subjunctive tense, and continue studying the culture of Spanish-speaking countries.

COURSE GOALS:

Students are expected to converse often in Spanish as the class is conducted primarily in this target language. There will be an increased focus on the difference between the preterit and imperfect tenses, an expanded use of commands, and an introduction to the present subjunctive conjugations and uses. Students will acquire new vocabulary to speak about life activities, relationships, and their environment.

ASSESSMENT:

Students will be evaluated on speaking and writing (including presentations, skits, and short compositions), grammatical structures and vocabulary, as well as their cultural knowledge.

GRADING GUIDELINES:

See AUHSD Grading Guidelines: Final Mark Rubric and Final Course mark Determination Components

COURSE CONTENT:

The Communication Standards	
CA Standard	Classroom Practice
<p>1: Interpretive Communication Goals: Students demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics, from authentic texts, using technology, when appropriate, to access information.</p>	<ul style="list-style-type: none"> • Read and interpret authentic texts (newspaper articles, short stories, online articles, poems, etc.). • Identify main idea and supporting details. • Listen to a variety of authentic listening sources (songs, videos, podcasts, etc.). • Study vocabulary to improve reading and listening comprehension. • Study grammatical structures and syntax to improve comprehension.
<p>2. Interpersonal Communication Goals: Students interact and negotiate meaning in a variety of real-world settings and for multiple purposes, in spoken or written conversations, using technology as appropriate, in order to collaborate and to share information, reactions, feelings, and opinions.</p>	<ul style="list-style-type: none"> • Utilize the language lab for conversation and recording. • Utilize online resources for communication practice. • Participate in role plays, skits, and games. • Engage in full-class and partner discussion. • Give spontaneous responses. • Exchange points of view and express preferences.
<p>3. Presentational Communication Goals: Students present information, concepts, and ideas to inform, narrate, explain, and persuade, on a variety of topics and for multiple purposes, in culturally appropriate ways, adapting to various audiences of listeners, readers, or viewers, using the most suitable media and technologies to present and publish.</p>	<ul style="list-style-type: none"> • Create videos. • Give formal presentations with and without technology. • Write paragraphs, stories, poems, and/or dialogues.

<p>4. Settings for Communication Goals: Students participate in age-appropriate, culturally-authentic, real-world and academic language-use opportunities in transactional and some informal settings in target-language communities within the United States and around the globe</p>	<ul style="list-style-type: none"> • Become aware of local and global volunteer opportunities. • Interact with Spanish-speaking individuals or communities. • Use vocabulary and structures to communicate in different settings. • Use language in the greater community.
<p>5. Receptive Structures in Service of Communication Goals: Students demonstrate understanding of transactional and informal topics related to self and the immediate environment as well as topics of general public interest that utilize all time frames, using their knowledge of sentence and paragraph-level elements.</p>	<ul style="list-style-type: none"> • Practice verb tenses (present, past, future, and the present subjunctive) through listening and reading activities. • Identify target verb tense/mood in readings. • Complete comprehension activities (questions, T/F, games, lab practice, cloze activities, workbooks). • Read/listen to and interpret complex sentence structures.
<p>6. Productive Structures in Service of Communication Goals: Students communicate about topics of transactional and informal topics related to self and the immediate environment as well as general public interest using knowledge of sentence-level elements in all time frames and paragraph-level discourse.</p>	<ul style="list-style-type: none"> • Use multiple verb tenses (indicative, present subjunctive and imperative moods) in writing and speaking. • Practice writing complex sentence structures.
<p>7. Language Comparisons in Service of Communication Goals: Students identify similarities and differences in the basic sentence-level elements between languages.</p>	<ul style="list-style-type: none"> • Identify similarities and differences in sentence-level elements between Spanish and English. • Study cognates, word roots, prefixes, and suffixes. • Examine parallel sentence structures between Spanish and English. • Examine known-language interference.

The Cultures Standards	
CA Standard	Classroom Practice
<p>1: Culturally Appropriate Interaction Goal: Students interact with understanding in a variety of familiar age-appropriate, transactional situations and common daily informal settings.</p>	<ul style="list-style-type: none"> • Use formal and informal structures in speech and writing (tú and Usted, letter salutations and farewells) • Discuss cultural norms in interpersonal interactions.
<p>2. Cultural Products, Practices, and Perspectives Goal: Students experience, recognize, and explore relationships among typical age-appropriate cultures' products, practices, and perspectives in culturally-appropriate ways, in transactional situations and in some informal settings.</p>	<ul style="list-style-type: none"> • View/listen to, discuss films, videos, and songs showing age-relevant perspectives. • Read and discuss literature, poetry and media. • Discuss <ul style="list-style-type: none"> ○ Authentic foods ○ Art ○ Music ○ Customs and traditions ○ History
<p>3. Cultural Comparisons Goal: Students exchange information about similarities and differences among common daily products, practices and perspectives in the immediate environment in the mainstream cultures of the United States, the students' own cultures, and the target language cultures.</p>	<ul style="list-style-type: none"> • Discuss and analyze differences in cultural practices and perspectives during cultural studies. • Acknowledge cultural differences without judgment.
<p>4. Intercultural Influences Goal: Students demonstrate understanding and use the target language to investigate how cultures</p>	<ul style="list-style-type: none"> • Discuss the influence of the United States in Latin America. • Discuss the influences of Hispanic, Latin American and Latino cultures on the culture of the United States.

influence each other over time in order to interact with intercultural competence.	
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The Connections Standards	
CA Standard	Classroom Practice
<p>1: Connections to Other Disciplines Goals: Students acquire, exchange and present information in the target language on topics related to self and the immediate environment, factual topics of public interest, and age-appropriate academic content across disciplines.</p>	<ul style="list-style-type: none"> • Investigate and discuss, in Spanish, topics in the following disciplines, as included in thematic units: <ul style="list-style-type: none"> ○ Art and Music ○ History ○ Geography
<p>2. Connections to Diverse and Distinct Perspectives Goals: Students identify diverse perspectives on topics related to the self and the immediate environment as well as topics of general public interest from age-appropriate, authentic materials in Spanish.</p>	<ul style="list-style-type: none"> • Accessing and analyzing primary and secondary sources to broaden perspectives about other cultures including: <ul style="list-style-type: none"> ○ News media ○ Literature, poetry and song lyrics