

Course of Study: Spanish 3

Students read literature, study and review grammar, write original compositions, and are encouraged to converse freely. The general objective is to work toward fluency in comprehension and in expression both spoken and written. The purchase of a workbook may be required. The class is designed to prepare student for AP Spanish.

Communication

Standard and Benchmark	Grade 11 Indicators	Clear Learning Targets	Strategies/Resources
Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.	Interpersonal 1. Initiate, sustain, and conclude conversations on a variety of personal, general knowledge, and academic topics.	I can talk about: greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom vocabulary, physical descriptions, personality descriptions, clothing, colors, family words, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions, telephone vocabulary, sports, comparisons, weather, seasons, geographic descriptions, snacks, city, transportation, jewelry, music, handicrafts, money, gifts, restaurant, place settings, food, house, chores, quantities, farm, ordinal numbers, animals, airplane travel, artwork, television, family celebrations, movies, diet and exercise, beach words, illnesses, appliances, traffic words, descriptive words for clothing, financial words, environmental concerns, camping, and recycling..	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.	Interpersonal 2. Persuade, negotiate, or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues). Interpersonal 3. Exchange, support, and discuss opinions	I can use Spanish to persuade or offer advice about travelling, artwork, television, movies, exercise, recreation/travel, illness, and the environment. I can talk about my opinions as they pertain to the many issues discussed in class.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games,

	and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.		classroom activities, puzzles, teacher, and realia
Benchmark C: Use a wide range of strategies to negotiate meaning.	Interpersonal 4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	I can use the vocabulary I know to describe unfamiliar terms or words in casual conversations to boost my language fluency. I can use interrogatives to clarify meaning.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark D: Give and follow a series of complex directions.	Interpersonal 5. Give and follow directions, instructions, and requests (e.g., balancing a checkbook, upgrading software, filing out college applications).	I can understand and use commands and the subjunctive tenses as they pertain to directions, instructions, and requests.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.	Interpersonal 6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	I can use the subjunctive tense to offer advice. I can accurately use commands to give directions.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark F: Follow complex oral, signed or written directions and requests.	Interpretive 7. Follow complex directions, instructions, and requests (e.g., product assembly, using a calling card).	I can understand the teacher when they instruct the class to perform daily tasks and learning activities.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.	Interpretive 8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	I can read the dialogues, textbook skits, workbook activities, articles, and children's books. I can infer the meaning of unfamiliar terms by context. I can identify root words in and construe meaning about prefixes and suffixes.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia

<p>Benchmark H: Analyze information from a variety of oral, written, and visual sources by summarizing, critiquing, and explaining texts.</p>	<p>Presentational 9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).</p> <p>Presentational 10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).</p>	<p>I can analyze various texts and resources to understand key issues from Spanish-speaking countries.</p> <p>I can discuss key themes from short stories, poems, and music in Spanish.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, books, and teacher</p> <p>books, CD's, videos/DVD's, internet, and teacher</p>
<p>Benchmark I: Create presentations on a range of original or authentic expressive products.</p>	<p>Presentational 11. Create texts (e.g., short stories, poems, skits) based on themes/perspectives (e.g., family, dating, careers, music) from the target culture.</p> <p>Presentational 12. Perform scenes from literature studied.</p>	<p>I can create and perform skits that include important information from Spanish-speaking countries studied in class.</p> <p>I can incorporate text, ideas, and/or characters from literature studied into class skits.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p> <p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, books, and realia</p>
<p>Benchmark J: Present information and ideas on a range of topics.</p>	<p>Presentational 13. Debate a current or historic issue (e.g., right to vote, slavery).</p>	<p>I can express my opinions about many issues during class debates and discussions.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p>	<p>Presentational 14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>I can write on simple topics, which include: greetings, goodbyes, numbers, days of the week, likes, pronouns, countries, classroom vocabulary, physical descriptions, personality descriptions, clothing, colors, family words, possessive adjectives, months, school subjects, computer vocabulary, time, question, words, places in a school, recreation activities, emotions, telephone vocabulary, sports, comparisons,</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>

		weather, seasons, geographic descriptions, snacks, city, transportation, jewelry, music, handicrafts, money, gifts, restaurant, place settings, food, house, chores, quantities, farm, ordinal numbers, animals, airplane travel, artwork, television, family celebrations, movies, diet and exercise, beach words, illnesses, appliances, traffic words, descriptive words for clothing, financial words, environmental concerns, camping, and recycling,.	
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Cultures

Standard and Benchmark	Grade 11 Indicators	Clear Learning Targets	Strategies/Resources
Benchmark A: Analyze, discuss, and report on a wide variety of practices and perspectives of the target culture.	Practices 1. Identify, analyze, and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).	I can discuss different perspectives on the environment and the body.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark B: Participate in and discuss a wide variety of cultural practices.	Practices 2. Analyze and discuss how words, proverbs, and idiomatic expressions reflect target culture.	I can discuss how the presence of Greek, Latin, Arabic, Aztec, Incan, Mayan, and other indigenous language words reflect the historical development of Spanish language and culture.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	Practices 3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).	I can describe the importance of cultural events such as the Day of the Dead, Las Posadas, Carnival, Lent, Easter, the running of the bulls, la Tomatina, and national independence day celebrations.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark D: Analyze, discuss and report on significant contributions from the target culture.	Products 4. Identify, analyze, and evaluate themes, ideas, and perspectives related to the products being studied (e.g., public transportation, architecture, music). Products 5. Examine media from the target culture to determine social, political, and economic trends. Products 6. Identify styles and influences of artistic	I can describe exports such as the coca-leaf, coffee, or bananas that are produced in Spanish-speaking countries. I can interpret media coverage of current events and understand how they are important in the countries they pertain to. I can identify significant pieces by famous Spanish speaking artists, musicians, and	textbook, workbook, CD's, videos/DVD's, internet, flashcards, teacher, and realia newspaper, internet, and teacher textbook, CD's, videos/DVD's, internet, teacher, and realia

	forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	writers.	
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Connections

Standard and Benchmark	Grade 11 Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Investigate, analyze, and present concepts from across disciplines.</p>	<p>Integrated Studies 1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).</p> <p>Integrated Studies 2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).</p> <p>Integrated Studies 3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).</p>	<p>I can discuss U.S. involvement in foreign countries.</p> <p>I can read or listen to samples such as internet articles or podcasts about a variety of topics in Spanish.</p> <p>I can discuss the importance of many famous Spanish-speaking people.</p>	<p>textbook, CD's, videos/DVD's, internet, teacher, and realia</p> <p>CD's, videos/DVD's, internet, and teacher</p> <p>textbook, CD's, videos/DVD's, internet, teacher, and realia</p>
<p>Benchmark B: Investigate, analyze, and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</p>	<p>New Viewpoints 4. Analyze a social, economic, environmental, or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.</p> <p>New Viewpoints 5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.</p> <p>New Viewpoints 6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.</p>	<p>I can analyze the effects of pollution on some Spanish-speaking societies.</p> <p>I can discuss how immigrants integrate their cultural heritage into their lives.</p> <p>I can explain some indigenous and religious traditions.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p> <p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p> <p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p>

Comparisons

Standard and Benchmark	Grade 11 Indicators	Clear Learning Targets	Strategies/Resources
<p>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</p>	<p>Linguistic Comparisons 1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).</p>	<p>I can analyze how infinitives can change meaning when conjugated (suffixes) in the present, present perfect, preterit, pluperfect, imperfect, present subjunctive, imperfect subjunctive, conditional, conditional perfect, future, and future perfect tenses.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</p>	<p>Linguistic Comparisons 2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).</p>	<p>I can explain the usage of the subjunctive and imperfect tenses.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia</p>
<p>Benchmark C: Analyze and discuss how products, practices, and perspectives of the students' own culture and the target culture overlap and differ.</p>	<p>Cultural Comparisons 3. Compare, contrast, and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).</p> <p>Cultural Comparisons 4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).</p>	<p>I can discuss health care systems in the U.S. and some Spanish-speaking countries.</p> <p>I can discuss the impact of salsa/merengue/reggaetón on the U.S. culture. I can examine the influence of hip-hop/rap in some Spanish-speaking cultures.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p> <p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p>
<p>Benchmark D: Discuss the concept of culture through analysis of products, practices, and perspectives of the target culture and students' own culture.</p>	<p>Concept of Culture 5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).</p>	<p>I can compare humor from Spanish-speaking countries and the U.S. I can compare cultural attitudes and interpretations about death.</p>	<p>textbook, workbook, CD's, videos/DVD's, internet, teacher, and realia</p>

Communities

Standard and Benchmark	Grade 11 Indicators	Clear Learning Targets	Strategies/Resources
Benchmark A: Provide information or services to individuals, the school, or the community using knowledge of the target language and culture.	<p>Outreach</p> <p>1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).</p>	I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ food/ or artistic expressions to share with other foreign language students.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark B: Perform original or authentic works for a school or community event.	<p>Outreach</p> <p>2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	I can participate in a foreign language picnic and choose my favorite Spanish songs/dances/ food/ or artistic expressions to share with other foreign language students.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia
Benchmark C: Sustain communication with people locally and around the world.	<p>Outreach</p> <p>3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.</p>	I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities.	DVD, CD, internet, teacher
Benchmark D: Report information about and personal reactions to various products, media, and services of the target culture.	<p>Enrichment and Enjoyment</p> <p>4. Explore the opportunity to host individuals from a target language country and report findings to others.</p> <p>Enrichment and Enjoyment</p> <p>5. Discuss content from a variety of target language sources (e.g., print, media, movies, TV, Internet) with others.</p> <p>Enrichment and Enjoyment</p>	<p>I can dialogue with LHS foreign exchange students to learn about the process for study-abroad experiences.</p> <p>I can discuss movies, programs, internet sites, and songs in Spanish.</p> <p>I can read and submit blog entries on</p>	<p>classroom conversation</p> <p>CD's, videos/DVD's, internet, and teacher</p> <p>DVD, CD, internet, teacher</p>

	6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.	websites devoted to Spanish-speaking icons and celebrities.	
Benchmark E: Attend, participate in , or view target culture events and describe to others.	Enrichment and Enjoyment 7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits, and performances; programs given by Japanese/American Society, Red Cross, consulates) and describe to others.	I can read and submit blog entries on websites devoted to Spanish-speaking icons and celebrities. I can describe the running of the bulls and la Tomatina.	DVD, CD, internet
Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.	Career Exploration and Skills 8. Prepare documents (e.g., application for job, visa, passport, résumé) necessary to obtain a job, internship or volunteer position in the target language country. Career Exploration and Skills 9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.	I can investigate study-abroad experiences or volunteer activities in foreign countries. I can explain how you obtain a passport. I can identify some jobs that necessitate a familiarity or proficiency in Spanish.	internet internet
Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.	Career Exploration and Skills 10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).	I can work in a group to analyze pollution and other environmental threats present in Spanish-speaking countries.	textbook, workbook, CD's, videos/DVD's, internet, flashcards, various games, classroom activities, puzzles, teacher, and realia

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