

SUBJECT AREA – WORLD LANGUAGE

<u>COURSE TITLE:</u>	Spanish 3
<u>GRADE LEVEL:</u>	Grades 10-12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Spanish 2 or equivalent experience; recommended C or better
<u>CREDIT:</u>	10 units
<u>UC/CSU CREDIT:</u>	Receives UC/CSU credit for World Language, “e”
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of World Language/Visual Performing Arts graduation requirement
<u>STANDARDS AND BENCHMARKS:</u>	World Language Content Standards for California Public Schools (WLCS)
<u>COURSE DESCRIPTION:</u>	This third-year language course enables students to develop high 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, and continue to study the culture of countries using the language.

SUBJECT AREA – WORLD LANGUAGE

COURSE GOALS:

Develop intermediate language skills and cultural knowledge necessary to be successful at subsequent levels of study and to communicate in a global society.

TEXTBOOK MATERIALS:

- *Realidades* Textbook level 3
- *Realidades* Practice Workbook 3
- Writing, Audio, Video Workbook 3

TEACHER RESOURCES:

- *Realidades* Ancillary materials
- On-line authentic materials such as: podcasts, video clips, Youtube, practice websites
- Worksheets
- Projects
- Language Lab/Lab Materials
- Realia
- Documentaries
- Magazines
- Readers
- Newspapers
- Songs
- Tests
- Movies
- Audio Books

Acalanes Union High School District
 Course Content and Performance Objectives
Spanish 3

	WLCS Standards	Assessment	Timeline
<p>I. Content As students become increasingly literate in the target language, they use increasingly sophisticated vocabulary and grammar to communicate and to appreciate the cultures of Spanish-speaking countries. Students develop a greater cultural awareness by comparing and contrasting global communities. The content that students acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. Students address a wide variety of level-appropriate themes and content.</p> <p>Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines such as History, Literature, Music, Art, etc.</p>	3.0	D, QA, L	25%

WS-Writing Sample QA-Question/Answer PR-Physical Response
 D-Dialogue OP-Oral Performance RC-Reading Comprehension
 CP-Cultural Project SR-Selected Response L-Listening Comprehension
 CR-Constructed Response

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	WLCS Standards	Assessment	Timeline
<p>Students address topics related to:</p> <ul style="list-style-type: none"> • recreational activities • school and non-school related activities • special events and celebrations • likes and dislikes • outdoor activities, the natural environment, travel • sports and athletic competitions • visual arts and artists • performing arts and artists • health (physical fitness, nutrition, symptoms & remedies, mental health) • personal relationships, personality traits, conflict resolution • professions and job acquisition (skills and abilities, application process, interview techniques) • local & global volunteer opportunities • changes in the technological world • significant historical events 	2.1 (g, h), 3.1 (a, b, d-f, h-l, o), 4.1 (g)	CP, CR, D, RC, L, WS, QA, OP, PR, SR	

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<p>II. Communication</p> <p>To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Create written and spoken dialogs and conversations to communicate to an audience. 2. Comprehend written and spoken language. 3. Ask and answer questions at an appropriate language level. 4. Demonstrate understanding of the general meaning, key ideas, and some details in authentic texts. 5. Produce and present high-intermediate level written or oral presentations. 6. Read authentic materials and demonstrate comprehension skills. 	3.0-3.6	D, QA, WS, SR, OP, SR, PR, RC, LC, CR	25%

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<p>III. Culture, Comparisons, and Connections</p> <p>To understand the connection between language and culture, students discern how a culture views the world. Students will study the formal aspects of the target culture such as literature, arts, and science, as well as the informal aspects of daily living practices, traditions, and patterns of behavior. Students develop a greater insight into their own language and culture as they draw comparisons between their own and the target culture.</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Use appropriate responses to situations with complications. 2. Explain and demonstrate cultural norms. 3. Describe similarities and differences between the target culture and their own. 4. Describe examples of cultural borrowings. 	2.3, 3.0-3.2	CP, WS, L, RC, QA, OP, CR, SR, D	20%

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IV. Structure As students acquire more vocabulary in the target language, they comprehend the associated concepts and structures that the language uses to convey meaning. Grammatical structures are integrated with language communication. Students learn similarities and differences between the target language and their own. Students are introduced to higher intermediate and some advanced grammatical structures, vocabulary and nonverbal cues.			25%

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WLCS
 Standards

Assessment

Timeline

<p>Review and/or introduce the following grammatical structures to help students reach communicative goals:</p> <ul style="list-style-type: none"> • present tense • reflexive and reciprocal verbs • impersonal verbs • possessive adjectives and pronouns • preterite and imperfect verbs (formation and usages) • adjective and article agreement • comparatives and superlatives • use of past participle as an adjective • ser and estar • verbs with distinct meanings in the preterite and imperfect • direct and indirect object pronouns and their placement • affirmative and negative commands (formal, informal and nosotros) • present subjunctive formation and usages (noun and adjective clauses) • present perfect subjunctive • por and para • compound tenses • future • conditional 	3.0-3.2	CR, SR, WS, RC, L, QA, D, OP, PR	
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V. Settings As students progress along the Language Learning Continuum, they carry out tasks in stage- and age-appropriate situations that reflect the target culture. Students recognize that classroom language study has real-world application. 1. Students use language in informal and some formal settings. 2. Initiate age-appropriate cultural or language-use opportunities outside the classroom.	3.0, 3.1	OP, D, CP, RC, L, CR	5%

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Acalanes Union High School District
Course Content and Performance Objectives
SPANISH 3

TEACHING STRATEGIES AND PROCEDURES

Group work, partner work, modeling, cultural projects, visual presentations, audio-visual activities, dialogs, skits, role-playing, cloze exercises, writing and editing, question and answer, jigsaw activities, language lab activities, games, songs, kinesthetic activities, total physical response (TPR).

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.

WS-Writing Sample	QA-Question/Answer	PR-Physical Response
D-Dialogue	OP-Oral Performance	RC-Reading Comprehension
CP-Cultural Project	SR-Selected Response	L-Listening Comprehension
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