

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Spanish 3	Course Number: H 4532
Department: World Languages	Grade(s): 10-12
Level(s): Honors	Credit: 1
Course Description Spanish 3 continues to build upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to respond in Spanish. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: Spanish 2A – Credit: 1)	
Required Instructional Materials <i>Ven Conmigo</i> , HRW, 2000, Level 3	Completion/Revision Date Approved by Curriculum Council on November 23, 2004 Adopted by the Board of Education on January 24, 2005

Mission Statement of the Curriculum Management Team

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

Enduring Understandings for the Course

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Effective written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.

<ul style="list-style-type: none">• One reads to acquire knowledge and understanding and to gain new perspectives.
<ul style="list-style-type: none">• Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
<ul style="list-style-type: none">• Communicating in at least one other language helps to gain knowledge of other cultures.
<ul style="list-style-type: none">• Appreciating and understanding the variety of cultures that exist in a society enriches that society.

LEARNING STRAND

1.0 Communication Through Speaking

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
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- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

ESSENTIAL QUESTION(S)

- What cues do I listen and watch for before I respond?
- How do I ask the right question to get the information I want?
- How do I figure out meaning when words are not understood?
- What can I do when I don't know the words to say what I am thinking?

LEARNING OBJECTIVES *The student will:*

- 1.1 Discuss personal feelings and ideas in Spanish.
- 1.2 Use strategies to communicate:
 - Rephrase
 - Say things that are directly related
- 1.3 Participate in situations in which they will spontaneously initiate and carry on a conversation in Spanish.
- 1.4 Give oral presentations in Spanish.

INSTRUCTIONAL SUPPORT MATERIALS

- Ven Conmigo, Activities for Communication Workbook
- Ven Conmigo, teaching transparencies
- Ven Conmigo, audio CD program
- Manipulatives (with artwork)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice
- Modeling (pronunciation, syntax, communication strategies)
- Oral presentations (dialogues, role playing, discourse on a particular subject)
- Projects (art and artists, the future tense-predictions for my future)
- Open-ended questioning
- Games (trivial pursuit, 20 questions: Who Am I?, alphabet folders used to describe selected vocabulary etc.)
- Student interviews
- Peer teaching

SUGGESTED ASSESSMENT METHODS

- Dialoging
- Teacher observation of group activities

- Oral presentations
- Projects
- Student performances

LEARNING STRAND

2.0 Communication Through Listening

ENDURING UNDERSTANDING(S)

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?
- What do facial expressions, body language and gestures add to what I am hearing?

LEARNING OBJECTIVES *The student will:*

- 2.1 Listen with understanding to a variety of speakers.
- 2.2 Apply a variety of strategies to understand when listening such as:
 - Voice inflection
 - Listening for general idea
 - Listening for recognizable words
 - Ask a question to clarify context
 - Watch for facial expressions and gestures
- 2.3 Explain in English something heard in Spanish.
 - Simple sentences
 - Present and past tense
- 2.4 Maximize use of the Spanish language.
- 2.5 Explain the main ideas, themes, and some details from authentic media or live presentations such as:
 - Video segments
 - Commercials
 - Music

INSTRUCTIONAL SUPPORT MATERIALS

- *Ven Conmigo*, video series
- *Ven Conmigo*, audio CD program
- *Ven Conmigo*, additional listening activities
- Contemporary Spanish music

SUGGESTED INSTRUCTIONAL STRATEGIES

- *Ven Conmigo* video series with follow up discussion
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (bingo, telephone game, simon says)
- Listening activities (utilizing the instructional support materials)
- Listen to music lyrics in Spanish and interpret them into English
- Interview people from the community who speak the language
- Take a field trip to a Spanish restaurant where the staff speaks the language. Students would order their food and communicate in Spanish
- Invite guest speakers from the community in to speak in Spanish on various topics

SUGGESTED ASSESSMENT METHODS

- Listening tests and quizzes
- Conversations
- Student participation
- Student performances
- Checking for comprehension with questions and paraphrasing

LEARNING STRAND

3.0 Communication Through Writing

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Effective written language is essential to good communication.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

ESSENTIAL QUESTION(S)

- Why can't I translate everything?
- How can I create a meaningful paragraph?
- How can I express more complex ideas using a variety of terms?
- What can I do when I don't know the words to write what I am thinking?
- How can reading literature improve my writing skills?

LEARNING OBJECTIVES *The student will:*

- 3.1 Compose dialogue and paragraph passages in Spanish.
- 3.2 Create authentic writing pieces such as letters, journal entries, poems, short stories etc. in Spanish.
- 3.3 Correspond with each other in Spanish.
- 3.4 Write a short research report in Spanish.
 - Include information from sources
 - Analyze and express personal opinions
- 3.5 Analyze writing and set personal goals for:
 - Verb tense
 - Sentence structure
 - Spelling
 - Organization of ideas

INSTRUCTIONAL SUPPORT MATERIALS

- *Ven Conmigo*, practice and activity workbook
- *Ven Conmigo*, grammar and vocabulary workbook
- *Momentos Hispanos*, Amsco, 1999

SUGGESTED INSTRUCTIONAL STRATEGIES

- Writing activities (based on short stories from the texts, vacations, holidays, pastimes, etc.)
- Journal entries
- Data gathering (conduct and report on student surveys)
- Projects (healthy living)
- Modeling (syntax)
- Peer editing (future, conditional, present subjunctive tenses)
- Practice impromptu writing
- Create writing pieces such as short stories or journal entries in Spanish
- Write a summary of a reading in Spanish

SUGGESTED ASSESSMENT METHODS

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation

LEARNING STRAND

4.0 Structure

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language.

ESSENTIAL QUESTION(S)

- How do I recognize when to use the indicative versus the subjunctive mood?
- How does my understanding of structure affect my ability to communicate?
- How do I know which verb tense to use?

LEARNING OBJECTIVES *The student will:*

- 4.1 Apply grammatical structure in regular and irregular forms to:
 - Future
 - Conditional
 - Present subjunctive mood
- 4.2 Utilize at least 600 vocabulary words.
- 4.3 Compare sentence structure between Spanish and English.
- 4.4 Form complex sentences.

INSTRUCTIONAL SUPPORT MATERIALS

- *Ven Conmigo*, grammar and vocabulary workbook
- *Ven Conmigo*, practice and activity workbook
- www.goHRW.com
- *Momentos Hispanos*, Amsco, 1999

SUGGESTED INSTRUCTIONAL STRATEGIES

- Drill and practice (question and answering, future and conditional verb tenses, subjunctive mood)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (future and conditional tenses, present subjunctive mood)
- Create crossword puzzles/word jumbles for vocabulary words
- Play "Pictionary" with key vocabulary words

SUGGESTED ASSESSMENT METHODS

- Writing assignments
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Worksheets
- Student participation

LEARNING STRAND

5.0 Reading and Literature

ENDURING UNDERSTANDING(S)

- One reads to acquire knowledge and understanding and to gain new perspectives.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

ESSENTIAL QUESTION(S)

- How do I figure out the main idea of the reading?
- How do I summarize the reading in my own words?

LEARNING OBJECTIVES *The student will:*

- 5.1 Read realia.
- 5.2 Interpret the main idea and relevant details.
- 5.3 Use information from the text to make a prediction.
- 5.4 Utilize strategies to read short stories:
 - Context clues
 - Rereading
 - Sounding out

INSTRUCTIONAL SUPPORT MATERIALS

- *Momentos Hispanos*, Amsco, 1999
- www.goHRW.com
- Short stories from various sources (including the Internet)

SUGGESTED INSTRUCTIONAL STRATEGIES

- Answer questions regarding a reading assignment (panorama cultural, encuentro cultural, vamos a leer from text)
- Guided reading: teacher provides information or leads the students through the development of specific skills
- Directed reading: questions are asked of students throughout the reading to help students understand the text more thoroughly
- Read alouds
- Predict the outcome of a story
- Small group activities (reading, extracting the details, summarizing)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Write a summary of a reading in Spanish

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests (reading comprehension)
- Homework
- Reading comprehension questions
- Writing assignments
- Student participation
- Projects

LEARNING STRAND

6.0 Cultural Understanding

ENDURING UNDERSTANDING(S)

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
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- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

ESSENTIAL QUESTION(S)

- How do I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language live in my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

LEARNING OBJECTIVES *The student will:*

- 6.1 Research and analyze aspects of Spanish speaking cultures.
- Art
 - Music
 - Dance
 - History
 - Geography
- 6.2 Present researched information on Spanish cultures in Spanish.

INSTRUCTIONAL SUPPORT MATERIALS

- Maps
- *Momentos Hispanos*, Amsco, 1999
- *Ven Conmigo* video series
- Movies depicting Spanish culture
- Spanish music
- Manipulatives
- *CultureGrams*, hardcopy & online database

SUGGESTED INSTRUCTIONAL STRATEGIES

- Group discussions
- Projects (i.e. art, music, dance)
- Oral presentations
- Field trips (museums, dance and music performances)
- Demonstrations (music and dance lessons)
- Reading assignments
- Video with follow-up discussion
- Classroom discussions
- Speakers with expertise on specific subjects
- Games (Hispanic trivia, board games)

SUGGESTED ASSESSMENT METHODS

- Homework
- Reflective writing
- Performance-based assessments
- Multi-media presentations
- Projects
- Student presentations
- Quizzes and tests
- Student participation

