



Curriculum Guide

Department: World Languages

Course Name: Spanish 3 Honors

Instruction will focus on intermediate vocabulary and grammar concepts. Students will explore units designed around (but not limited to) : medical treatment, technology, housing and the environment. In all courses, students are required to do oral presentations and cultural projects.

While the curriculum is the same as the academic course, the grammar, vocabulary, and culture are studied at a more rapid pace and in greater depth. Students will read two authentic texts, converse, and write in the target language with greater frequency to work toward greater proficiency and meet the standard.

Prerequisite: Teacher Recommendation Honors Spanish III is for students who have been extremely successful in levels one and two.

Full Year, 3 Credit

Maine Learning Results - World Languages

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION:

- ☐ Engage in conversations and informal written correspondence on a variety of topics.

- ☐ Ask and respond to questions about familiar topics based on their own lives and interests.
- ☐ Express and elicit feelings and emotions in the target language.
- ☐ Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
- ☐ Provide and exchange detailed information on familiar topics in formal and informal social situations.

I can statements

Unit 1: I can describe how I feel physically and about health and medical conditions.

Unit 2: I can talk about using technology and vehicle maintenance.

Unit 3: I can talk about household chores and where I live.

Unit 4: I can discuss the environment and express my beliefs and opinions about environmental issues.

INTERPRETIVE COMMUNICATION:

- ☐ Understand and interpret written and spoken language on a variety of topics.
- ☐ Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
- ☐ Apply comprehension strategies to interpret text.
- ☐ Classical languages only - Provide literal translations of Latin and ancient Greek texts.

I can statements

Unit 1: I can read and understand intermediate Spanish readers.

Unit 2: I can read and understand intermediate Spanish readers

Unit 3: I can read and understand intermediate Spanish readers

Unit 4: I can read and understand intermediate Spanish readers

PRESENTATIONAL COMMUNICATION:

- ☐ Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
- ☐ Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
- ☐ Narrate stories about experiences or events familiar to them orally or in sign language.*
- ☐ Write narrative and expository/ informational compositions in the target language.
- ☐ Deliver oral/signed presentations related to the culture in which the target language is spoken.

I can statements

Unit 1: I can present about an accident or hospital visit.

Unit 2: I can make a Spanish manual for driving and maintenance.

Unit 3: I can make a virtual house tour or write an advertisement for an ama de casa.

Unit 4: I can research three specific parts of the planet, “travel” to these places, and share what I have learned in a video presentation

COMPARISON OF PRACTICES, PRODUCTS, AND PERSPECTIVES:

- ☐ Compare the nature of language and the culture(s) of the target language with one's own.
- ☐ Compare the target language with English to better understand language systems.
- ☐ Describe practices and perspectives of a culture(s) in which the target language is spoken.
- ☐ Identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken.
- ☐ Explain how products such as political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.
- ☐ Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives

I can statements

Unit 1: I can compare the preterite and the imperfect.

Unit 2: I can command people, respond to orders, and distinguish between the uses of por and para.

Unit 3: I can express my attitude towards events that are uncertain as well as express will and influence.

Unit 4: I can use the subjunctive with verbs of emotion, doubt, disbelief and denial.

COMMUNITIES:

- ☐ Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.
- ☐ Identify connections between target language and another content area using either English or the target language.
- ☐ Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.

- ☐ Explain the importance of culture and language acquisition in a 21st century global economy.
- ☐ Use language within and beyond the school setting.

I can statements

Unit 1: I can differentiate between the US and Spanish-speaking countries' health services.

Unit 2: I can explain details about text messaging in the Spanish-speaking world.

Unit 3: I can distinguish between features of homes in my world and the Spanish-speaking world.

Unit 4: I can summarize the importance of environmental concerns on a global scale.

21st Century Skills/Guiding Principles for course:

- ☐ **A Clear and Effective Communicator who:**
 - ☐ Demonstrates organized and purposeful communication in English and at least one other language.
 - ☐ Uses evidence and logic appropriately in communication.
 - ☐ Use a variety of modes of communication to create and share ideas.
- ☐ **A Self-Directed and Lifelong Learner who:**
 - ☐ Locate and evaluate resources to conduct valid and reliable research, investigations, and inquiry, build strong content knowledge and apply across disciplines.
 - ☐ Applies knowledge, sets goals and makes informed decisions (in familiar and new contexts to real world situations.)
- ☐ **An Integrative and Informed Thinker who:**
 - ☐ Gain and apply knowledge across the disciplines, learning contexts, and to real world situations.
 - ☐ Applies ideas across disciplines.

Curriculum Activities/ Units may include:

- > Website activities
 - > Grammar "stations"
 - > Journal writing
 - > Conversations
 - > Presentations
- (these are just a few samples)

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: La Llorona, Felipe Alou, Pepino Series