



## Spanish III (Grades 10-12)

### Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Foreign Languages](#). Spanish III is a full-year elective course designed to enable students to attain an Intermediate Proficiency level in Spanish. Emphasis is on creating an intermediate understanding of the Spanish language. Listening and speaking play an important part in every class. New verb tense and vocabulary are added. Students also discuss and study cultural information, daily life, customs and traditions of Spanish-speaking people. Students are introduced to reading novels in the target language as each semester a novel is read and discussed entirely in the target language. Creative projects are included in this curriculum.

### Essential Understandings:

1. The ability to communicate interpersonally (speaking or in writing) provides a platform for the exchange of information and negotiation of meaning. (A.1, A.2, A.3, A.4, A.5)
2. Interpretive communication through listening and reading allows one to extrapolate meaning and increase personal enjoyment from language. (B.1, B.2, B.3, B.4, B.5)
3. Presentational communication in speaking and writing gives people a format in which they may distribute information or express their thoughts and opinions. (C.1, C.2, C.3, C.4, C.5)
4. The study of cultural practices gives insight into the behavior, activities, beliefs and attitudes of people of other cultures and allows for a better understanding of other groups of people. (D.1, D.2, D.3, D.4)
5. Familiarization of cultural products from other countries such as objects, symbols, history, contributions, and US influence augments the understanding of what is important to the people of the cultures being studied. (E.1, E.2, E.3, E.4)
6. Seeing things through the other country's point of view enables a connection in perspective. (G.1, G.2)
7. Comparisons in language enable students to extend proficiency in their own language. (H.1, H.2, H.3, H.4, H.5)
8. Comparisons in culture increases empathy toward those of the culture studied. (I.1, I.3, I.3)

Unit	Description of Unit and Learning Targets
<b>Adiós al verano</b> <ul style="list-style-type: none"><li>• How does the conceptual understanding of the past tense differ in the Spanish speaking world?</li><li>• How does one go about expressing desires and recommendations in Spanish speaking countries?</li></ul>	<p>Students will learn to talk about both the imperfect and preterite tenses, talk about what you liked and used to do, ask for and give advice, and talk about the future. Students will begin to learn how to differentiate between the imperfect and preterite tenses.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"><li>• I can discuss options and negotiate to solve a problem.</li><li>• I can present student-created and/or authentic short plays, stories, skits, poems, and songs.</li><li>• I can write short compositions and letters.</li><li>• I can exchange information with people locally and around the world through avenues such as pen pals, email, videos, speeches, and publications.</li><li>• I can ask and answer a variety of questions that require elaboration and substantiation of opinions.</li><li>• I can understand spoken language that incorporates familiar vocabulary and structures.</li><li>• I can comprehend the main idea of selected, short authentic written materials.</li><li>• I can identify some common beliefs and attitudes within the</li></ul>

	<p>cultures studied and compare them to my own beliefs and attitudes.</p> <ul style="list-style-type: none"> <li>• I can identify expressions that cannot be translated word for word in order to derive meaning.</li> <li>• I can comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos.</li> <li>• I can comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.</li> <li>• I can use previous classroom experience with the language to understand its spoken and written forms.</li> <li>• I can begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.</li> <li>• I can give possible solutions to a problem related to a personal need.</li> <li>• I can analyze the author's use of language to understand a written text.</li> <li>• I can understand more complex written materials on a variety of topics and formats.</li> <li>• I can answer questions, including biographical information.</li> <li>• I can tell a story incorporating some description and detail.</li> <li>• I can identify words and expressions that have no equivalent in another language.</li> </ul>
<p><b>A pasarlo bien</b></p> <ul style="list-style-type: none"> <li>• How is interest and displeasure expressed differently in the Spanish speaking world?</li> <li>• How are holidays and traditions celebrated in other cultures in the United States?</li> </ul>	<p>Students will learn to express interest and displeasure, invite someone to do something, describe the ideal friend, and express happiness and unhappiness. Students will learn to use object pronouns, subjunctive with the unknown or nonexistent, and subjunctive with expressions of feelings. <i>Día de los Muertos</i> will be studied in depth.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can understand spoken language that incorporates more advanced vocabulary and structures.</li> <li>• I can comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.</li> <li>• I can give a series of detailed instructions to someone with suggestions in how to best complete the task.</li> <li>• I can ask and answer a variety of questions that require follow-up questions and responses for more information.</li> <li>• I can identify cognates, word roots, prefixes, suffixes, and sentence structure to derive meaning.</li> <li>• I can give a series of directions to someone, coaching the person in order to complete the task.</li> <li>• I can tell a simple story.</li> <li>• I can tell a story incorporating some description and detail.</li> <li>• I can use previous classroom experience with the language to understand its spoken and written form.</li> <li>• I can give simple directions to someone in order to complete a multi-step task.</li> <li>• I can discuss the meaning of perspectives, products, and practices in different cultures.</li> <li>• I can identify expressions that have no equivalent in another language.</li> <li>• I can identify words and expressions that have no equivalent</li> </ul>

	<p>in another language.</p> <ul style="list-style-type: none"> <li>• I can comprehend the main idea and key supporting ideas, and begin to make inferences in selected authentic written materials.</li> <li>• I can use topics and skills from other subjects to discuss and/or write in the language studied.</li> <li>• I can comprehend the main idea of selected, short authentic written materials.</li> <li>• I can ask and answer a variety of questions, giving reasons for their answers.</li> <li>• I can defend personal preferences, feelings, and opinions with more complete explanations.</li> </ul>
<p><b>Todo tiene solución</b></p> <ul style="list-style-type: none"> <li>• How are cultural norms different around the world?</li> </ul>	<p>Students will learn to complain, express an opinion and disagree, make suggestions, and apologize. Students will learn to use a verb followed by an infinitive. Students will also learn to use the subjunctive with a will or wish, subjunctive with negation or denial, future tense, and conditional tense.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can sustain a conversation including descriptions on selected topics about myself.</li> <li>• I can defend personal preferences, feelings, and opinions with more complete explanation.</li> <li>• I can comprehend spoken language that incorporates familiar vocabulary and structures.</li> <li>• I can give simple commands and make requests of another person or group.</li> <li>• I can participate in and learn about age- appropriate cultural activities (such as games, songs, and holiday Celebrations - Christmas vs. Three Kings Day).</li> <li>• I can access information in the language studied in order to gain greater insight about other cultures and/or my own.</li> <li>• I can identify words and expressions that have no equivalent in another language.</li> <li>• I can discuss the meaning of perspectives, products, and practices in different cultures.</li> </ul>
<p><b>Entre la familia</b></p> <ul style="list-style-type: none"> <li>• How do family roles vary across cultures?</li> </ul>	<p>Students will learn to ask about the latest news, react to news, comment on food, and explain and give excuses. Students will learn to use the present progressive, present progressive, present perfect indicative, present perfect subjunctive, preterite, past progressive, and <b>se</b> + indirect object pronouns.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can ask for clarification and suggest alternative words to ensure understanding.</li> <li>• I can comprehend more complex written materials on a variety of topics and formats.</li> <li>• I can comprehend the main idea and some supporting ideas of selected authentic materials including recordings, broadcasts, and videos.</li> <li>• I can apply previous classroom experience with the language to understand its spoken and written forms.</li> <li>• I can write short compositions and letters.</li> <li>• I can dramatize student-created and/or authentic songs, short poems, skits, or dialogues.</li> <li>• I can examine the role and significance of other cultures on</li> </ul>

	<p>the target culture.</p> <ul style="list-style-type: none"> <li>I can compare the form, meaning, and importance of certain perspectives, products, and practices in different cultures.</li> </ul>
<p><b>El arte y la música</b></p> <p>How do pastimes and leisure activities differ from country to country?</p>	<p>Students will ask for and give opinions. Students will introduce and change a topic conversation. Students will make suggestions and recommendations. Students will turn down an invitation. Also taught are comparisons of equality and superlatives. The passive voice is taught along with the past perfect tense. Students will learn the necessity of using the subjunctive to express hopes and wishes.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I can carry on a short conversation about personal interests, including what I have done, am doing, or will be doing.</li> <li>I can state personal preferences and feelings with some explanation.</li> <li>I can understand spoken language that incorporates more advanced vocabulary and structures.</li> <li>I can analyze the author's use of language to understand a written text.</li> <li>I can examine the role and significance of other cultures on the target culture.</li> <li>I can identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning.</li> <li>I can identify expressions that cannot be translated word for word in order to derive meaning.</li> <li>I can state personal preferences and feelings with some explanation.</li> <li>I can give possible solutions to a problem related to a personal need.</li> </ul>
<p><b>Ponte al día</b></p> <ul style="list-style-type: none"> <li>What are the various modes in which language is communicated in the Spanish speaking world?</li> </ul>	<p>Students will learn the difference between expressing certainty (indicative) versus doubt and disbelief (subjunctive). Students will learn to ask about and explain where you found information. Students will talk about what they know (indicative) and don't know (subjunctive). Students will learn to master the forms of "haber". Indefinite expressions, gender of nouns, and the utilization of the indicative in compound sentences are also grammatical elements that are taught. The significance of <i>Cinco de Mayo</i> will be studied in depth.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>I can state personal preferences and feelings.</li> <li>I can ask for repetition and repeat to ensure understanding.</li> <li>I can give possible solutions to a problem related to a personal need.</li> <li>I can ask for simplification and clarification.</li> <li>I can defend personal preferences, feelings, and opinions with more complete explanation.</li> <li>I can discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.</li> <li>I can defend personal preferences, feelings, and opinions with substantive arguments.</li> <li>I can discuss options and negotiate to solve a problem.</li> <li>I can tell a simple story.</li> </ul>