

Spanish 3 Course Outline

- I. General Information
- a. Spanish 3
 - b. Prerequisites Required: Completion of Spanish 1 & 2, Minimum grade of C+ with teacher recommendation, or heritage language speaker.
 - c. 9-12
 - d. Course Summary: Spanish 3 is an intermediate course in Spanish culture, grammar and conversation. Students will speak, read, listen and write in Spanish. The course is a full year.

II. Course Content

Academic Content Standards	Q1	Q2	Q3	Q4
Communication	X	X	X	X
1. Describing people	X			
2. Talking about pasttimes	X			
3. Describe fashions	X			
4. Predict future actions	X	X	X	X
5. Talk about household chores	X	X	X	
6. Expressing feelings	X	X	X	X
7. Saying what you want to do	X			X
8. Making requests and suggestions	X	X		
9. Saying what should be done		X		
10. Reacting to ecology and nature		X		
11. Reacting to other's actions			X	
12. Expressing doubt			X	
13. Relating events in time			X	
14. Describing celebrations, holidays and historic events			X	
15. Saying what people want			X	
16. Stating preferences and opinions			X	X
17. Making suggestions and wishes			X	X
18. Stating cause and effect				X
19. Describing careers				X
20. Avoiding redundancy				X
21. Expressing past probability				X
Cultures	X	X	X	X
1. Learn about influence of Spanish speakers in U.S.	X			
2. Learn about cultural role of fashion	X			
3. Learn about musical influences	X			
4. Learn about influential people from Mexico and Central America.		X		
5. Learn about literacy in the Spanish-speaking world		X		
6. Exploring volunteer opportunities		X		
7. Identifying and discussing natural reserves in Costa		X		

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8. Learning about celebrations, holidays, and historic events in the Spanish-Speaking Caribbean world.			X	
9. Learning about the history, geography and wildlife of cono del sur countries.			X	
10. Learning about fields of study in schools in Latin America.			X	
11. Learning about careers in Latin America				X
12. Learning about Latin American economics.				X
13. Learning about regional foods				X
14. Learning about products from Latin American countries.				X
Connections	X	X	X	X
1. Connecting to Art: Creating a self-portrait	X			
Connecting to Math: Preparing an annual clothing budget.	X			
2. Connecting to Social studies: Investigating Independence days in the Spanish-speaking world			X	X
3. Connecting to Science: Charting recycling efforts.			X	
4. Connecting to Science: Promoting the preservation of rainforests.			X	
5. Connecting to Social studies: Job requirements			X	
6. Connections to Social studies: International Organizations			X	X
				X
Comparisons	X	X	X	X
1. Comparing childhood experiences.	X	X		X
2. Comparing geography, climate, and customs and how they influence choice of clothing.	X			
3. Comparing musical instruments and influences.	X		X	
4. Comparing literacy rates in Spanish-speaking world and in the U.S.			X	
5. Comparing ecotourism in Spanish-speaking world and the U.S.			X	
6. Comparing celebrations, holidays, and historic events in the Spanish-speaking world and the U.S.			X	
7. Comparing music and dance in Spanish-Speaking world and in U.S.			X	
8. Comparing high school student's future goals and plans.				X
9. Comparing how language reflects culture.				X

Communities	X	X	X	X
1. Using Spanish in Spanish Speaking communities for personal enjoyment.	X	X	X	X
2. Using Spanish in the workplace	X	X	X	X
3. Using Spanish at school		X		
3. Using Spanish to help others			X	X
4. Using Spanish in volunteer activities				X

III. Instructional Plan: This course is divided into units and chapters that focus on a cultural objective. The course is designed to help students meet state and national standards using a variety of instructional approaches. In Spanish one we expect our students to “know how, when, and why to say what to whom.” We will address multiple learning styles, intelligences and preferences, provide variety, encourage multiple repetitions of content in different contexts, obtain current cultural information and facilitate communication by language learners with classmates and peers.

IV. Assessment: Students will be assessed by a variety of assessment strategies including speaking, conversations, group presentations and skits, audio and video tapes, written language, listening comprehension and creating products. Each quarter a project will be assigned. First quarter students write an essay on their life as a child and do a group fashion show. Second quarter students create environmental t-shirts and posters, and record a video demonstrating mastery of reflexive verbs. In the third quarter students create a camping video. Fourth quarter is the inclusive country research project and oral report on a Spanish Speaking country.

V. Text and Other Materials: En Español 1 & Más Practica Workbook.