

## Advanced and Honors Levels Spanish III Syllabus

### Course Description

Spanish III prepares students to communicate effectively in a variety of situations, using increasingly complex vocabulary and grammatical structures. Equal emphasis is placed on listening, reading, writing, speaking, and risk-taking to develop confidence with the language. Spanish III coursework continues to emphasize the importance of cultural competence and understanding so that students may interact with and within other cultures to form relationships, conduct business, and learn more about the world around them.

The Holy Cross World Language Department uses ACTFL guidelines to prepare curriculum and measure students' growth. Spanish III is taught at the ACTFL Intermediate Level. **The pace of conversation, the in-depth study of specific grammatical structures, the complexity of assignments and assessments, and the level of independence required to complete learning activities is more challenging at the Honors levels.**

In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to be inspired learners rooted in effective communication, critical thinking, and problem solving skills. Through our study of cultures and traditions, students are also encouraged to be faithful citizens based on respect for others, exuding character and integrity, and valuing the uniqueness of every human being.

### Essential Questions for the Course

Language:

- How does language shape my identity?
- How does my language affect how others relate to me?
- How can I enhance my connections with people through language?
- How will learning a new language help me to become an active global citizen?
- Why is precise language important in all aspects of life?
- How will language acquisition affect my professional life in the future?
- Why does language change in different situations?

Culture:

- How do cultural practices help shape identity?
- How are traditional practices reflected in our modern lifestyle?
- How are we transformed by our study of other cultures?
- How can I enhance my connections with people through language and common interests?
- How can I become a global citizen using ethical principles?
- How can I make sound decisions to affect the sustainability of communities in the future?
- What role do I/can I play to help prevent discrimination against marginalized peoples in my own community and beyond?

## Curriculum Framework

### Unit 1: Los jóvenes de hoy (4 - 5 weeks)

#### Focus Questions:

- How do my experiences and choices shape my character?
- In what ways am I similar to Spaniards my age?
- How can I (and other young people) help to create a better world?

#### Concepts/Skills:

##### Grammar in context:

- Preterite and imperfect tenses
- Personal preferences using verbs gustar, fascinar, fastidiar, molestar, interesar
- Verbs ser and estar

##### Vocabulary in context:

- Hobbies, pastimes, and interests; childhood activities
- Musical tastes/ preferences
- Volunteer experiences
- Personality traits and qualities

#### Communication:

- Explain the difference between ser and estar and use each verb accurately in conversation and in written responses.
- Use new vocabulary and the preterite and imperfect tenses to converse about what you do and used to do in your free time. Engage in structured and then spontaneous conversation about hobbies, recreational activities, and interests.
- Use verbs such as gustar, fascinar, fastidiar, molestar, and interesar to communicate personal preference about different types of music. Ask and answer questions about musical preference.
- Use new vocabulary and verbs taught in the unit to describe your experiences participating in volunteer work.
- Define words and phrases that describe character traits and qualities. Listen to and interpret audio focused on character descriptions of specific young people from Spain.
- Describe your personality traits and qualities in writing using new vocabulary.

#### Intercultural Focus:

- Explore the similarities and differences between you and Spaniards your age regarding preferences, hobbies, interests, and recreational time. Share and discuss observations.
- Report what teens in Spain and in your community have in common in regard to character and service to others.
- Reflect upon and discuss how young, globally aware citizens can contribute to making a better world through volunteer work and other calls to action.

### **Formative and Summative Assessments:**

- Engage in conversational interviews focused on current and past hobbies, interests, and preferences, including musical preferences. (Interpersonal Speaking)
- Listen to and interpret audio conversations using the vocabulary and structures taught in the unit. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive Communication)
- Describe what it means to be an intercultural citizen. (Interpretive, Interpersonal & Presentational Communication)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the preterite and imperfect tenses, and other grammatical structures taught in the unit.
- Create written responses (paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit.

### **Unit 2: ¿La ciudadanía digital? (4 - 5 weeks)**

#### **Focus Questions:**

- What does digital citizenship mean and what role does it play in my life?
- How do social media and the internet influence my life and the lives of young Chileans my age?
- How can I promote the responsible use of social media and the internet to better my local and global communities?

#### **Concepts/Skills:**

##### **Grammar in context:**

- Impersonal se
- Present-perfect tense

##### **Vocabulary in context:**

- Digital footprint
- Trustworthiness of the internet
- Protection on the internet
- Just causes and campaigns

#### **Communication:**

- Use the present-perfect tense accurately in conversation and in written responses.
- Use vocabulary and the verb tenses taught in this unit to ask/answer questions regarding uses of social media, the internet, and smartphones. Move from scripted questions and answers to more spontaneous conversation.
- Communicate observations, perspectives, and opinions regarding the effect of modern communication on relationships and social norms. Form original statements and share ideas. Use the impersonal se accurately.
- Listen to, interpret, and respond to podcasts, blogs, or videos regarding protection on the internet and how to make safe choices regarding personal information.

- Watch and interpret a video blog and reflect on what ways Americans and Chileans can become better digital citizens.

**Intercultural Focus: Chile**

- Explore the country of Chile, including geography and lifestyles, using varied sources.
- Compare and contrast the ways young Americans and Chileans use social media.
- Analyze graphs, ads, and interviews to make observations about the role social media and the internet play in everyday life in Chile.
- Explore the ways in which social media and the internet have been beneficial in Chilean society.

**Formative and Summative Assessments:**

- Engage in conversational interviews focused on the impact of social media, acceptable use of social media and the internet, and ways to be positive digital citizens. Use vocabulary, verbs and other grammatical structures taught in the unit. (Interpersonal Speaking)
- Listen to and interpret audio conversations focused on social media and the internet in Chile. Respond to/comment on these conversations using accurate vocabulary and structures. (Interpretive Communication)
- Create a travel blog about popular places to visit in Chile, highlighting its culture, weather, food and geographical information. (Presentational Writing)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the present-perfect and the simple future tense and the impersonal se.
- Create written responses (paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit.

**Unit 3: Una vida sana y equilibrada (4 - 5 weeks)**

**Focus Questions:**

- How can I achieve and maintain a healthy and balanced life?
- How can I personally contribute to the well-being of my local and global communities?

**Concepts/Skills:**

**Grammar in context:**

- Imperative Ud. and Uds. commands
- Present Subjunctive
- Simple Future to discuss possibilities

**Vocabulary in context:**

- Healthy eating and living; habits of healthy lifestyle
- Types of nutrition
- Colombian foods
- Formal dinner (manners, phrases, tradition)
- Physical activities

### **Communication**

- Apply the vocabulary and verbs of the unit to converse about wants and recommendations focused on healthy eating and lifestyle. Form original statements.
- Use the imperative Ud. and Uds. commands to share advice; apply the present subjunctive mood to tell others what you want or recommend, and use the simple future tense to suggest possibilities.
- Explore and discuss examples of healthy-living practices from the Spanish-speaking world.
- Determine and share ways to contribute to the well-being of your local and global communities, including ways focused on healthy lifestyle.

### **Intercultural focus: Colombia**

- Explore the country of Colombia, including geography and lifestyles, using varied sources.
- Explore traditions and economic factors that affect diet and exercise in various Spanish-speaking countries with a focus on Colombia.
- Discover and discuss exemplary healthy-living habits of various Spanish-speaking countries, including Colombia. Explore and discover products in/from Colombia that contribute to a healthy lifestyle.
- Compare the norms of a formal dinner from your family or community with other Spanish cultures.
- Analyze how certain societal factors have changed the traditional diet of various Spanish-speaking countries.

### **Formative and Summative Assessments:**

- Design a personal plan for a healthy lifestyle using three categories - healthy foods, physical activity and the things that make you happy. Share the three categories and your answers with a partner or small group and then provide feedback to help others improve their plans. (Interpersonal Communication / Presentational Communication)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the imperative (Ud. and Uds) commands, the present subjunctive mood, and the future simple tense.
- Create written responses (short paragraphs) based on the cultural concepts, vocabulary, and grammar taught in the unit.

### **Unit 4: Una comunidad sostenible (4 - 5 weeks)**

#### **Focus Questions:**

- What is a sustainable community?
- What ecological habits influence a sustainable community?
- How can my community become more sustainable?

**Concepts/Skills:****Grammar in context:**

- The subjunctive with impersonal expressions
- Para + infinitive and para + que + subjunctive
- The conditional tense and its uses

**Vocabulary in context:**

- Sustainable community, home and city
- Reduce, recycle and reuse
- Mobility
- Advantages / benefits of sustainability
- A city to imitate
- Urban eco-gardens

**Communication:**

- Use the vocabulary and grammatical structures of the unit to define and discuss the essential characteristics of a sustainable community. Describe the characteristics of sustainable homes.
- Use vocabulary and subjunctive to recommend how to make a house more ecological on a daily basis and how to practice the 3 R's: reduce, reuse and recycle.
- Describe and give examples of sustainable cities in Spain and Columbia. Analyze and discuss the ecological habits that influence a sustainable city/community.
- Analyze and discuss the sustainability of your local community. Engage in spontaneous conversation using the vocabulary and structures taught in the unit and in previous units.

**Intercultural Focus: Connecting 2 cities: Medellin, Columbia and Vitoria-Gasteiz, Espana.**

- Learn about (read, view, listen to audio) focused on how two cities in Spain and Columbia have made changes to become more sustainable, and how these countries are working to develop green housing.
- Explain and discuss how green homes and sustainable communities are created in these countries and compare them with similar advances in the United States.
- Gain an appreciation of the changes that these sustainable communities have made in Spanish speaking countries and beyond.

**Formative and Summative Assessments:**

- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, the subjunctive with interpersonal expression, and the use of "para" followed by a verb.
- Listen to and interpret audio conversations focused on sustainable housing/cities. Respond to and comment on these conversations using accurate vocabulary and structures. (Interpretive Communication)
- After watching videos and investigating the *Ecoembes* web site, create examples of the 3 R's that you can incorporate in your local community. (Presentational Writing / Interpersonal Speaking)

- Create a poem using the information from this unit expressing the importance of protecting the Earth. Use Impersonal expressions with the subjunctive. Then, present the poem to the class. (Presentational Writing / Presentational Speaking)

### **Unit 5: El mundo laboral (4-5 weeks)**

#### **Focus Questions:**

- Why do teenagers work?
- What is the profile of future professionals?
- How are you going to choose your future profession?

#### **Concepts/Skills:**

##### Grammar in context:

- The subjunctive tense with adverbial expressions
- The subjunctive with indefinite and negative antecedents
- The subjunctive with “if” clauses
- Relative pronouns

##### Vocabulary in context:

- Future professions
- The benefits of working
- Summer jobs
- Necessary skills to do well in a future job
- Preparation programs for young people in the Dominican Republic to to prepare for their future

#### **Communication:**

- Integrate vocabulary, verbs, and other grammatical structures from this chapter to engage in conversation about first jobs, skills to do well in future jobs, and possible professional careers.
- Watch and respond to videos and audio presentations focused on guidelines for a successful interview and the skills/education you will need to secure future professions.
- Explore and exchange ideas about the careers that will be necessary for the 21st century in America and in the Dominican Republic.
- Conduct mock conversations to request information and apply for a summer job. Write a short resume or complete a job application.

#### **Intercultural Focus: La Republica Dominicana**

- Explore the country of the Dominican Republic, including geography and lifestyles, using varied sources.
- Compare the concept of work for young people in the Dominican Republic with that of young people in your community. Explore possible careers that young people will prepare for in the Dominican Republic
- Explain the Dominican educational system that will help prepare the 21st century workforce.
- Explore the skills needed to enter 21st century professions in the Dominican Republic.
- Discuss the changes occurring in the Dominican Republic which have created new jobs.

### **Formative and Summative Assessments:**

- Investigate the skills and education you will need for the job of your choice. Share this information orally and in writing with peers. (Interpretive/Presentational Communication)
- Write a resume and apply for a summer job indicating your education and experiences in order to seek a job of your choice. (Interpretive/Interpersonal / Written communication)
- Compare how young people in the Dominican Republic see their future careers with that of young people in your community. (Interpretive & Interpersonal Communication)
- Complete multiple-choice and short answer assessments to demonstrate an understanding of vocabulary, relative pronouns, and the subjunctive tense with adverbial expressions, indefinite and negative antecedents, and “if” clauses.

### **Unit 6: Un Mundo Solidario ( 4 - 5 weeks)**

#### **Focus Questions:**

- Why should I know my rights and responsibilities?
- What is my responsibility to help prevent discrimination of underprivileged groups in my country and in foreign countries?
- What humanitarian programs could we implement in order to promote a united world?

#### **Concept/Skills:**

##### **Grammar in context:**

- The subjunctive with emotions and doubt
- Uses of “por” and “para”
- Possessive pronouns
- The negative imperative

##### **Vocabulary in Context:**

- Rights and responsibilities in the family, at school/college, and in the community.
- Settling a dispute
- Rights of immigrants; explanations of immigrants and their countries
- Promoting just causes

##### **Communication:**

- Use vocabulary and grammatical structures taught in the unit to discuss the rights and responsibilities of young adults in your local community, at college, at work, and in America.
- Read and listen to audio focused on the rights and responsibilities of students at schools in Uruguay. Compare with your community and discuss these comparisons with peers.
- Integrate vocabulary and grammar from all units to engage in conversation about humanitarian values and ideas to support others in your family, school, and community.
- Suggest options to resolve disputes in ways that are respectful of the rights of others.
- Interpret a story, written by a teen in Uruguay, and then narrate the story in your own words.
- Explore possible changes that would help your community and promote just causes and share these changes with peers. Predict the impact of being a responsible intercultural citizen to promote change in your community.



### **Intercultural Focus: Uruguay**

- Explore the country of Uruguay, including geography and lifestyles, using varied sources.
- Research the rights and responsibilities of young people in Uruguay.
- Analyze immigration in Uruguay.
- Examine the situations and issues surrounding disadvantaged groups/marginalized populations in America and Uruguay. Explore ways to improve these situations.

### **Formative and Summative Assessments:**

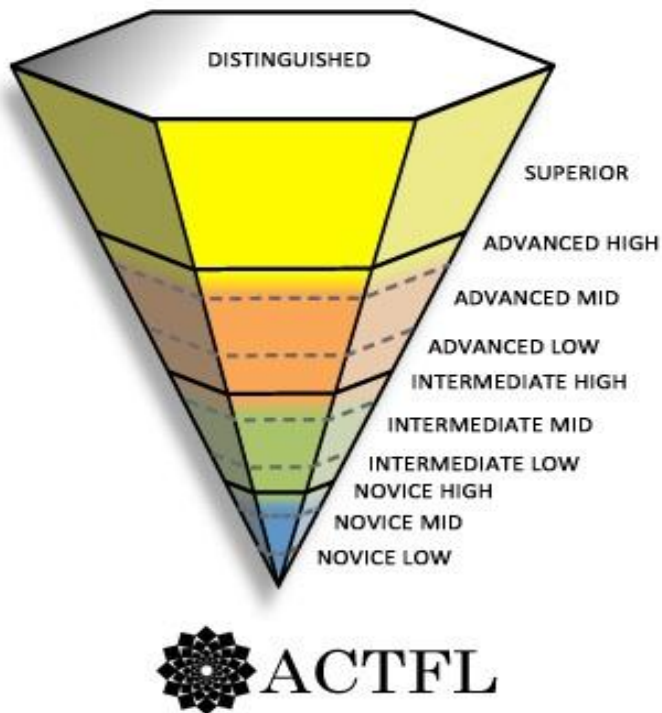
- Complete short answer assessments to demonstrate comprehension of the vocabulary, pronouns, the subjunctive with emotions and doubt, uses of the “por” and “para” and the negative imperative.
- Compare your rights and responsibilities with those of teens in Uruguay and share your findings with others in a creative presentation. (Interpretive, Interpersonal, Written & Presentational Communication, Cultures & Comparisons)
- Compare the situations and issues surrounding a marginalized population in Uruguay and in your community. Share orally using appropriate vocabulary, verbs and other grammatical structures taught in the course. (Interpretive, Interpersonal & Presentational Communication, Culture & Connections)
- Research, design, write, and present a plan to help a marginalized population. Apply the vocabulary and grammar skills learned throughout the course. (Interpretive, Interpersonal & Presentational Communication, Culture & Connections)

### **Resources**

- *Entre Culturas 3: Communicate, explore, and connect across cultures* Mar, Davis, Sloan, Watson-López, Wayside Publishing, *Entre Culturas 1: Communicate, explore, and connect across cultures*.2017
- <https://learningsite.waysidepublishing.com/dashboard>
- [www.wordreference.com](http://www.wordreference.com)
- [www.spanishdict.com](http://www.spanishdict.com)
- Supplementary material at the discretion of the teacher

### **Grading**

Listening	20%
Reading	20%
Writing/Vocabulary & Grammar	20%
Speaking	20%
Culture & Participation	20%



The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels.

The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability. These Guidelines present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The Guidelines are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.