

Course Title

Spanish 3 A

Description of Target Group

Spanish 3A is the first semester of the third year in Spanish designed as an elective for students at all grade levels who have completed Spanish 2B or demonstrated proficiency at that level.

Purpose

Spanish 3A is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish from a communication approach and through expanded reading opportunities; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will meet the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills.

1. Enhance the ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Improve comprehension skills.
3. Read conversations and narratives from the texts with acceptable pronunciations, intonation, and rhythm, and enhance ability to change from dialogue to narrative form.
4. Write from dictation with accurate spelling and punctuation.
5. Ask and answer questions orally and in writing.
6. Acquire a deeper understanding and appreciation of the history, geography, and cultures of Spanish-speaking people.
7. Continue to review and expand vocabulary.
8. Accentuation and word stress.
9. Demonstrate the ability to use orally and in writing the following grammatical concepts:
 - a. All tenses in the indicative mood as necessary
 - b. Affirmative/negative forms of pronouns, adjectives, adverbs, conjunctions
 - c. Comparatives and superlatives
 - d. Prepositions
 - e. True, implied, and reflexive passive voice
 - f. All concepts of Spanish 1A/B and Spanish 2A/B
10. Read selections from the Spanish III literature materials.
11. Communicate in real life language situations.
12. Write in narrative and dialogue form on directed topics.
13. To begin to analyze literature including characterizations, theme, and motivations.

Spanish 3 A (continued)

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: imitation of teacher's pronunciation via aura/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role plays, songs and other musical selections, poetry, literature selections, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations and other presentations.

Student depictions of concepts via drawings, markings, posters, collages, and video projects.

Students sorting and/or showing realia.

Student or teacher generated (planned or impromptu) role play or real life situations.

Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.

Summative written tests and quizzes based on teacher generated criteria.

Student work in computer files.

Student generated logs and journals.

Course Title

Spanish 3 B

Description of Target Group

Spanish 3B is the second semester of the third year in Spanish designed as an elective for students at all grade levels who have completed Spanish 3A or demonstrated proficiency at that level.

Purpose

Spanish 3B is designed to give the student continued and advanced training in foreign language. It is designed to permit students to appreciate and respect other people and cultures; gain self respect; gain skills in understanding, speaking, reading, and writing Spanish from a communication approach and through expanded reading opportunities; and gain appreciation of the history and culture of the Spanish-speaking people. Credit earned will met the foreign language requirement for college entrance.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:

1. Enhance the ability to imitate Spanish phonemes, intonation, and rhythm patterns.
2. Improve comprehension skills.
3. Read conversations and narratives from the text with acceptable pronunciation, intonation, and rhythm and enhance ability to change from dialogue to narrative form.
4. Write from dictation with accurate spelling and punctuation.
5. Ask and answer questions orally.
6. Acquire a deeper understanding and appreciation of the history, geography, and cultures of Spanish-speaking people.
7. Continue to expand vocabulary.
8. Continue to expand grammatical concepts.
9. Demonstrate ability to use orally and in writing the following grammatical concepts:
 - a. Subjunctive mood as it relates to:
 - (1) Imposition of will
 - (2) Emotion
 - (3) Doubt
 - (4) Uncertainty
 - (5) Unreality
 - b. Six subjunctive tenses
 - c. All indicative tenses as necessary
 - d. All grammatical concepts of Spanish IA/B, Spanish IIAIB, and Spanish IIIA

Spanish 3 B (continued)

10. Read selection from the Spanish 3 literature materials.
11. Communicate in real life language situations.
12. Write in narrative and dialogue form on general topics.
13. To continue to develop skills in literary analysis.

Instructional Materials

Text and Supplementary Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

Activities include, but are not limited to: imitation of teacher's pronunciation via aura/oral practice and imitation of native speakers via tapes and films, brief lectures, written and oral/aural tests, dramatization of student-composed dialogues, small group activities, role plays, songs and other musical selections, poetry, literature selections, field trips, presentations by resource persons.

Assessments

Teacher observation of student actions, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Students sorting and/or showing realia.
Student or teacher generated (planned or impromptu) role play or real life situations.
Written student work including but not limited to, exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated logs and journals.