

## Foreign Language Department Guide Spanish III Honors Overview

### Course Description: Spanish III Honors

Spanish III is offered to students in classes 10-12. On a seven day cycle the class meets four days out of seven for sixty minutes and one day for one hundred minutes. All students are required to take both a mid-term and a final exam which each count for 10% of the semester average.

This course builds on the accelerated program begun in Spanish II Honors. Students will complete their study of the major elements of Spanish grammar. The course, conducted almost entirely in Spanish, will examine the historical, literary, artistic, and cultural heritage of Spain through the centuries. Texts from important original works, as well as contemporary writing, will be studied and discussed. Students are regularly assigned oral and written reports related to these texts. Various regions of the Hispanic world are examined in depth, and students are expected to research and deliver an oral presentation on one of them. A transitional reader is used to prepare students for further study of literature.

**Prerequisites: B in Spanish II Honors or A and superior performance in Spanish II CP  
Recommendation of Spanish II Teacher  
Writing sample**

### Major Course Objectives

**When students have completed Spanish III Honors, they will know and be able to:**

1. Demonstrate, when writing, good control of present, preterit, imperfect and future tenses
2. Demonstrate, when writing, good control of subjunctive forms as well as certain uses.
3. Explain personal judgments.
4. Describe in depth daily routines or situations, including health and travel.
5. Make comparisons.
6. Summarize cultural and literary readings.
7. Write a composition of at least 150 words.
8. When speaking, use accurately the more common verb tense forms.
9. Sustain coherent structures in short and familiar communicative situations.
10. Deliver a report from memory on a researched cultural topic.
11. Express personal reactions to literature, films, art and political events.
12. Discuss, using appropriate vocabulary, certain artists and their works.
13. Discuss and analyze short stories, poems and excerpts from original literary works or informational texts.

### Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform Spanish 2 Learning Standards.
2. Ask, respond to questions to gain or clarify information (1, 2)
3. Exchange opinions/ideas about people, activities or events. (1, 3)
4. Discuss class readings. (1)
5. Read authentic and adapted materials such as narratives, advertisements and brochures (2)
6. Understand learned expressions, sentences, questions and polite commands in messages. (2)
7. Understand important ideas and details in highly contextualized authentic and adapted texts.
8. Write simple paragraphs. (3)
9. Read and interpret signs, short stories, poem excerpts from literary and informational texts. (2)
10. Describe more fully people, places and things. (3)
11. Write greeting cards, notes, letters and e-mails. (3)
12. Give presentations on planned activities or cultural topics. (1, 3)
13. Share personal reactions to authentic literary texts such as poems and short stories. (3)
14. Identify themes in fictional works and relate them to personal experiences. (2)
15. Read articles in a magazine, journal or newspaper and understand the main ideas (3)
16. Describe elements of stories, such as characters, events and settings. (2)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform Spanish 2 Learning Standards
2. Identify patterns of social behavior typical of the target culture.
3. Interact appropriately in social and cultural activities such as exchanges in a restaurant, at a bus stop, in a store, or in a

- classroom.
4. Identify distinctive aspects of the target culture presented in print literature, visual arts, films, videos, and relate these to the cultural perspectives of the target culture.
  5. Identify, place in chronological order and describe the significance of important historical events in the target culture.
  6. Identify historical and/or cultural figures from the target culture and describe their contributions.
  7. Identify on maps and globes the locations and major geographic features of countries where the target language is or was used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform Spanish 2 Learning Standards. (5, 6)
2. Recognize and identify in Spanish grammatical categories such as tense, gender, agreement in Spanish and English. (5)
3. Analyze how idiomatic expressions work in both languages. (5)
4. Analyze differences and similarities between the writing systems of both languages.
5. Give examples of words or word parts from the target language that have been adopted into the English language.
6. Discuss basic needs of people for food, clothing and shelter, and compare how they have been met in various cultures.(6)
7. Discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)
8. Compare, contrast and report on cultural traditions and celebrations.

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining political and economic information from newspapers, other print sources, and interactive CD ROMs in the target language and using this information to achieve the learning standards of the Civics and Government and Economic Strands of the History and Social Science Framework.  
Learning songs or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of Spanish, or making and exchanging videotapes, photographs, diaries and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the U.S., or another country.

### **Assessment Tools**

#### **Success in Spanish III Honors will be assessed as follows:**

1. Vocabulary/grammar quizzes and tests.
2. Skit presentations.
3. Prepared dialogues.
4. Dictados to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write or speak responses in complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the Spanish-speaking world.
9. Map identification of Hispanic countries, regions, and capitals.
10. Written and oral quizzes on *Destinos* and *Babe*
11. Oral interviews.
12. Written compositions on selected of topics in a variety of tenses
13. Reports and posters on geographical regions and historical figures.
14. Discussion in Spanish of the Hispanic influence in the Americas.
15. Internet Activities.
16. Letter-writing and e-mailing in Spanish to Spanish pen-pals
17. Discussions with native-speakers
18. Comprehension and analysis questions of various texts.

### **Instructional Strategies**

#### **Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include**

1. the use of Spanish as the priority language in all classes.
2. lecture and note-taking with the aid of pertinent information written on the board.
3. the use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. the physical manipulation of words and parts of sentences to practice new structures.
5. the use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. the use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material.
7. role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. carousel brain-storming to review learned material.

9. visits by native speakers to speak about customs of countries where the Spanish is spoken.
10. memorization and recitation of prose passages or poetry for pronunciation practice.
11. physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. oral and written completion exercises or substitution exercises.
13. the use of board games to review vocabulary.
14. regular journaling
15. dictations
16. battleship, jeopardy, pictionary, memory, charades, placemat, relay races, flyswatter to practice vocabulary and grammatical structures.
17. micrologs
18. peer editing and teaching

## **Materials and Resources**

**Textbook:** *En Español Tres!*, Gahala, Estella, Patricia Hamilton Carlin, Audrey L. Heining-Boynton, Ricardo Otheguy, Barbara Rupert, McDougall Littell, 2004.

**Ancillary Materials:** *Mas Practica* workbook, DVD, Audio tapes, McDougal Littell

**\*= material added beyond the textbook**

Aventuras Literarias, (5<sup>th</sup> edition) Houghton Mifflin Co, 1999.

Beginners Spanish Dictionary, EDC Publishing Company

Cassette tapes, transparencies, and video which accompany the course.

## **Relationship to the High School Expectations:**

Given a basic vocabulary and grammatical structures suitable to Level III Honors, the student is offered the opportunity to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.