



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S): World Languages**

**COURSE/GRADE LEVEL(S): Spanish 3  
Grades 10-12**

## **I. Course Overview**

Through frequent class discussions, oral presentations, and communicative tasks undertaken in the language lab, students improve their speaking abilities and listening comprehension skills. The reading of novels, short stories, historical writings, biographical portraits, and authentic journalism seeks to further develop the language interpretation abilities of students. Writing skills are emphasized through the study of advanced grammar and the writing of compositions on a variety of everyday topics. Students are expected to use the target language in all appropriate situations.

## **II. Units of Study**

**Unit 1:** Pastimes and Hobbies

**Unit 2:** Technology and Changes

**Unit 3:** Art & Music

**Unit 4:** Stereotypes & Personal Relationships

## **III. Learning Objectives**

Should correspond to the ACTFL Proficiency Guidelines for the *Intermediate-Mid* Learner Range in the *Interpersonal*, *Interpretive*, and *Presentational* aspects of each:

- A. Language Comprehensibility
- B. Language Comprehension
- C. Language Control
- D. Vocabulary Use
- E. Communication Strategies
- F. Cultural Awareness

These are articulated in greater detail below in terms of Language Interpretation and Language Production Skills:

### Language Interpretation Skills

The Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of sentences* independently to:

- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts.



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1. Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
2. Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
3. Analyze the use of verbal and non-verbal etiquette (i.e. gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
4. Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects and daily activities.
5. Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
6. Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.
7. Infer the meaning of some unfamiliar words in some new contexts.
8. Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

### Language Production Skills

The Intermediate-Mid language learner understands and communicates at the sentence level and can *use strings of sentences* independently to:

- Ask and answer questions related to everyday life.
  - Handle simple transactions related to everyday life:
    - Initiate, maintain, and end a conversation.
    - Ask for and give permission.
    - Express needs.
    - Give reasons.
    - Request, suggest, and make arrangements.
    - Extend, accept, and decline an invitation.
    - Express an opinion and preference.
1. Use digital tools to participate in short conversation and to exchange information related to targeted themes.
  2. Give and follow a series of oral and written directions, command, and requests for participating in age- and level-appropriate classroom and cultural activities.
  3. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
  4. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.



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5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
6. Synthesize and use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7. Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
8. Use language creatively to respond in writing to a variety of oral or visual prompts.
9. Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
10. Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

### **IV. Essential Questions** (The open-ended, provocative questions that help frame inquiry)

#### **Unit 1: Pastimes & Hobbies**

- How do I describe myself and others?
- How do our traditions and customs define us?
- Do different educational systems offer different interests and opportunities?
- Does language help us to understand culture?
- Does culture help us to understand language?
- Can I use the Spanish language to talk about daily contemporary life?

#### **Unit 2: Technology and Changes**

- What is the importance of the relationship between USA and Venezuela?
- Why is it important to maintain relationships when there are contradictory ideologies?
- Can we accept and manage the consequences created by our actions?
- Who is who?
- What are the advantages and the disadvantages of technology?

#### **Unit 3: Art & Music**

- How do the arts reflect social and intellectual ideas?
- Which are the fine arts and what forms do they take?
- How can we compare and/or influence styles?
- Who is who?
- How do artists try to escape, present, and/or combat political and/or social realities?
- Would it be able to escape political and/or social reality?

#### **Unit 4: Stereotypes & Personal Relationships**

- What are some socio-economic stereotypes in Hispanic cultures?
- How does ethnic diversity influence and/or present stereotypes in the Hispanic world?
- What are some stereotypes that human beings have and how can we combat them?
- Is it possible to break stereotypes? How?
- What causes stereotypes? How could relationships be improved?
- What are some similarities or differences among stereotypes in different cultures?



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- What can people do to recognize and confront stereotypical situations?

### **V. Key Performance and Benchmark Tasks include:**

**Unit 1:** Unit test and quizzes, paired queries, original dialogues, write letters and emails.

**Unit 2:** Unit test and quizzes, oral presentation, dialogues/skits, essay to describe a personal experience; interview.

**Unit 3:** Unit test and quizzes, reading of and completion of activities associated with art and music research; creative writing; extended responses to visual and auditory prompts; compare and contrast art; provide and support opinion.

**Unit 4:** Unit test and quizzes, read and interpret journalistic articles; oral presentations; summative conversation with teacher about main ideas of a movie, using all aspects of language learned during Spanish 3 course.

### **VI. Instructional Materials**

Textbook resources

*VenConmigo Level 3*

*¡Viva el toro!*

*Pánico en la discoteca*

*Los ojos de Carmen*

*Various authentic legends, short stories, poems, etc.*

Teacher-designed culture, grammar and vocabulary units

Various films (i.e. Selena, La Bamba), music, videos, etc.

Biographies of artists, magazine and newspaper articles.