

Bedford High School
Foreign Language Department
Dana Curran, Interim Program Director

COURSE SYLLABUS 2015-2016

Course: 4333 - SPANISH III

Periods per cycle: 4

Credit: 5

Level: College Prep

Conducted primarily in Spanish, Spanish III, level 3, is designed for students who have completed two or more years of Spanish and need additional study to master the grammar and vocabulary taught in Spanish II and/or 8th grade Spanish. In this course, students will utilize basic oral and written language skills in an expanded context. Students will continue to improve their ability to comprehend and communicate in Spanish not only through class and laboratory work, but also by further studying grammar, verb structures, vocabulary, and idiomatic expressions. Students will begin to read a variety of literary selections with discussions in Spanish. Students will continue their study of various aspects of culture in the Spanish-speaking world.

Prerequisites: ▪Successful completion of Spanish II-level 3 with a grade of 70 or better; or
▪Incoming freshmen with a minimum of four years of Spanish with a grade between 75 and 89;
▪and/or Teacher recommendation.

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned:

- To describe art and identify artists (and their styles and works of art) from the Spanish-speaking world.
- To describe and identify people and things.
- To describe activities in the present.
- To express wishes and desires.
- To make statements of necessity and opinion.
- To give commands.
- To narrate past events.
- To describe habitual past actions.
- To make suggestions.
- To talk about health and medical conditions.
- To discuss technology and electronic products.
- To use common expressions on the phone.
- To talk about car trouble.
- To describe houses and apartments.
- To talk about household chores.

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

In this course, the student will:

- Listen to class presentations, take notes, and actively participate in class work using the target language in an immersion style.
- Complete written assignments including textbook activities and worksheet activities using the target language.
- Work both in and out of the classroom on projects that are focused on using the target language.
- Participate in the review of homework and class assignments, sometimes writing the assignments on the board or on the overhead projector.
- Work in pairs or groups to practice grammatical constructions, vocabulary, and conversation.
- Read excerpts, short passages, paragraphs, and authentic readers in the target language.
- Participate in computer, language lab and iPad activities designed to reinforce grammatical concepts and vocabulary learned individual units.
- Watch films and videos relating to the Spanish-speaking culture.
- Play games that enhance and reinforce vocabulary and grammatical structures.
- Complete projects related to the Spanish-speaking culture.
- Participate in daily oral activities including conversation, paired activities, role-playing and presentations.
- Participate in art, music, and dance activities related to the Spanish-speaking culture.

III. Course Outline (A brief outline of the major topics and units which are central to this course: the sequence of topics and units may be altered by the teacher based on the needs of students):

1. Vocabulary including:

- describing art
- expressions of place
- personal identity
- physical description and conditions
- nationalities
- health and medical terms
- parts of the body
- symptoms and medical conditions
- health professions
- home electronics
- computers and the internet
- the car and its accessories
- parts of a house
- household chores
- table settings
- impersonal expressions

2. Grammar including:

- demonstratives
- nouns
- adjectives
- articles (definite & indefinite)
- possessive adjectives/pronouns
- describing ongoing situations
- direct and indirect object pronouns
- double object pronouns
- adverbs
- *por* vs *para*
- spelling: the use of accents

3. Verbs (and verb tenses) including:

- *ser* vs. *estar*
- the present tense of all types of verbs
- the preterite tense of all types of verbs
- verbs that change meaning in the preterite
- *gustar* and verbs like it
- reflexive verbs
- the imperfect tense
- the imperfect tense vs. the preterite tense
- the present subjunctive of all types of verbs
- the subjunctive with verbs of will and influence

4. Culture covered in Preliminary Lesson-Lesson Three and various topics selected by the teachers, including:

- An overview of Spain, Costa Rica, Argentina, Panamá, and the floating islands of Lake Titicaca.
- Art and artists, such as Diego Velázquez and Pablo Picasso, in the Spanish-speaking world, health services in Spanish-speaking countries, the use of cell phones and cybercafés in Latin America, and central patios and courtyards in Spanish and colonial architecture.
- Food recipes from Spain, Costa Rica, Argentina, and Panamá.

IV. Course Materials: The following list represents the major texts and/or resources used in Spanish III. Teachers also use additional supplementary texts: articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

Textbook: José Blanco, *Descubre 2: Lengua y cultura del mundo hispánico*: Vista Higher Learning, 2008

- textbook, workbook, audio and video materials
- interactive web site, designed to support *Descubre 2* textbook

Sample of authentic readers (For example, *Un grabado de Goya*) and TV series.

Various online resources such as www.quia.com, wordreference.com, and quizlet.com.

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

