

Spanish III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Spanish III
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Spanish
 Grades: 9-12

Spanish III

Spanish III is an elective course that emphasizes oral and written expression to promote more proficient Spanish communication skills. It includes the review and expansion of essential Spanish grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Spanish III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Spanish II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in Spanish (interpretive).
	2. Students shall interact verbally and/or in writing in Spanish (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in Spanish (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Spanish-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Spanish-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Spanish-speaking world (<i>perspectives</i>).
Connections	
	7. Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (global <i>perspectives</i>).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).
Communities	
	11. Students shall use Spanish in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in Spanish (interpretive).

CMC.1.SIII.1	Interpret the principal message and cultural <i>nuances</i> of <i>environmental print</i> , gestures, and <i>intonation</i> (e.g., advertisements, street signs, body language)
CMC.1.SIII.2	Use reading and listening strategies to enhance comprehension
CMC.1.SIII.3	Examine main ideas and supporting details from a variety of <i>authentic</i> and/or <i>adapted</i> literary texts or <i>expository</i> texts and <i>conceptualized visuals</i>
CMC.1.SIII.4	Identify main ideas and supporting details from a variety of <i>authentic</i> auditory sources, with or without visual clues (e.g., CDs, radio, television, <i>podcasts</i>)
CMC.1.SIII.5	Identify proverbs, <i>colloquialisms</i> , and complex <i>idiomatic expressions</i> (e.g., <u>quizás</u> , <u>tal vez</u> , <u>ojalá</u>)
CMC.1.SIII.6	Draw inferences based on oral, written, and/or visual messages
CMC.1.SIII.7	Interpret the principal message of <i>tone</i> , <i>pitch</i> , and emotion in oral communication (e.g., humor, regional accents)
CMC.1.SIII.8	Follow multi-step directions for unfamiliar concepts and situations (e.g., testing instructions, manuals, forms)

Strand: Communication

Standard 2: Students shall interact verbally and/or in writing in Spanish (interpersonal).

CMC.2.SIII.1	Sustain original conversation about familiar or general topics
CMC.2.SIII.2	Communicate using multiple <i>tenses</i> and <i>moods</i> in context <ul style="list-style-type: none">• present indicative• immediate future• progressive <i>tenses</i>• preterite• imperfect• future• conditional• perfect <i>tenses</i>• subjunctive <i>mood</i>
CMC.2.SIII.3	Support opinions, viewpoints, and personal preferences using correct <i>register</i>
CMC.2.SIII.4	Employ <i>circumlocution</i> skills to exchange information about unfamiliar topics
CMC.2.SIII.5	Discuss reactions to literary and multimedia sources
CMC.2.SIII.6	Use persuasion to advocate a position

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in Spanish (presentational).

CMC.3.SIII.1	Share original or prepared summaries of <i>authentic</i> or <i>adapted</i> texts (e.g., articles, short stories, <i>wikis</i>)
CMC.3.SIII.2	Write on a variety of topics <ul style="list-style-type: none">• lists• notes• formal and informal correspondence• clear, well-structured compositions
CMC.3.SIII.3	Employ the <i>writing process</i> , including peer editing
CMC.3.SIII.4	Give rehearsed and impromptu presentations on a variety of topics (e.g., skits, speeches, interviews)
CMC.3.SIII.5	Produce level-appropriate visual or multimedia projects using technology (e.g., poster, brochure, slideshow, <i>podcast</i> , <i>blog</i>)
CMC.3.SIII.6	Use <i>syntax</i> , <i>orthography</i> , and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Spanish-speaking world (*practices*).

CLT.4.SIII.1	Interact using culturally appropriate behaviors (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.SIII.2	Analyze, in Spanish, various aspects of <i>universal cultural practices</i>
CLT.4.SIII.3	Analyze, in Spanish, differences in <i>practices</i> among cultures of the Spanish-speaking world (e.g., holiday traditions, wedding customs, national holidays)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Spanish-speaking world (*products*).

CLT.5.SIII.1	Analyze, in Spanish, the relationship between Spanish-speaking cultures and their <i>tangible products</i> (e.g., national monuments, murals, symbols)
CLT.5.SIII.2	Analyze, in Spanish, the relationship between Spanish-speaking cultures and their <i>intangible products</i> (e.g., Spanish monarchy, Mexican political structures, Colombian educational system)
CLT.5.SIII.3	Compare and contrast, in Spanish, the <i>products</i> from the different cultures of the Spanish-speaking world
CLT.5.SIII.4	Assess, in Spanish, the relationship between environments and <i>products</i> of Spanish-speaking cultures (e.g., relationship between deforestation, pollution, geography, natural resources, politics, society, or migration and <i>products</i>)
CLT.5.SIII.5	Interpret the performing arts of Spanish-speaking cultures (e.g., music, dance, movies, plays)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Spanish-speaking world (*perspectives*).

CLT.6.SIII.1	Analyze, in Spanish, unique cultural <i>perspectives</i> reflected in <i>products</i> (e.g., <u>mate</u> , <u>sarapes</u> , <u>boleros</u>)
CLT.6.SIII.2	Analyze, in Spanish, unique cultural <i>perspectives</i> reflected in <i>practices</i> (e.g., siesta, dating customs, mealtimes)
CLT.6.SIII.3	Compare and contrast, in Spanish, the <i>perspectives</i> among Spanish-speaking communities as related to <i>products</i> and <i>perspectives</i> (e.g., celebrations, music, literature)
CLT.6.SIII.4	Interpret, in Spanish, the events and individuals that influence cultural <i>perspectives</i> (e.g., Sammy Sosa, Eva Peron, Latin Grammy, Mexican Revolution)

Strand: Connections

Standard 7: Students shall apply the Spanish language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.SIII.1	Discuss topics from other disciplines (e.g., historical facts, geographical concepts, mathematical terms and concepts, scientific information)
CNN.7.SIII.2	Compare and contrast familiar topics using vocabulary from other disciplines

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Spanish-speaking world (*global perspectives*).

CNN.8.SIII.1	Analyze, in Spanish, the role of the United States in the world as viewed by various Spanish-speaking peoples, using <i>authentic</i> resources (e.g., literary viewpoints, political policies)
CNN.8.SIII.2	Examine the contribution of <i>products</i> on other cultures (e.g., <u>piñata</u> , chocolate, sugar cane, coffee, the arts)
CNN.8.SIII.3	Gather information about a topic of personal interest using <i>authentic</i> or <i>adapted</i> sources and media (e.g., community members, television programs, periodicals, Internet)
CNN.8.SIII.4	Analyze, in Spanish, the interdependence that exists between the Spanish-speaking cultures and the world, using <i>authentic</i> sources (e.g., imports/exports, natural resources, medicine)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Spanish language and their own (languages).

CMP.9.SIII.1	Compare the differences in complex language structure (e.g., double object pronouns, double negatives)
CMP.9.SIII.2	Recognize <i>Anglicisms</i> to derive meaning (e.g., <u>librería</u> / <u>biblioteca</u> , <u>lonche</u> / <u>almuerzo</u>)
CMP.9.SIII.3	Compare <i>idiomatic expressions</i> and proverbs (e.g., <u>tomar el pelo</u> /to pull one's leg)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Spanish-speaking world and their own (cultures).

CMP.10.SIII.1	Compare social patterns (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.SIII.2	Identify influences of historical and current ethnicities found in Spanish-speaking cultures (e.g., <u>Gitanos</u> , Incas, <u>Borinqueños</u>)

Strand: Communities

Standard 11: Students shall use Spanish in the classroom, school, and beyond (involvement).

CMN.11.SIII.1	Investigate the influences of the Spanish language on the global community (e.g., place names, occupations, special events)
CMN.11.SIII.2	Model activities representative of Spanish-speaking communities (e.g., sports, games, travel, media, music, cooking)
CMN.11.SIII.3	Communicate with Spanish speakers (e.g., interviews, e-mails, letters)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment (ownership).

CMN.12.SIII.1	Identify contemporary interests which influence Spanish-speaking cultures in the local community or the world (e.g., collect <i>realia</i> , attend field trips, travel internationally)
CMN.12.SIII.2	Participate in enrichment experiences (e.g., videos, festivals, music, travel)
CMN.12.SIII.3	Examine the use of Spanish in daily life and future occupations

Glossary for Spanish Courses

Adapted	Written/printed materials, sources, or texts in Spanish, not necessarily from a Spanish-speaking country; may include translations
Aesthetic qualities	Pertains to a sense of beauty and emotion rather than science; a guiding principle in matters of beauty and taste; artistic sensibility
Anglicisms	Spanish words <i>adapted</i> from English
Authentic (materials, sources, texts)	Sources that have been developed specifically for native speakers, including print, audio and visual materials; representative of the real world
Blog	An online journal; literally a “Web log”
Borrowings	Words taken from one language and used unchanged in another language
Circumlocution	A communicative strategy that is used to describe or talk around a concept or action when the exact word is not known (e.g., “the thing that stops a car” for “brakes”)
Code switching	The alternate use of two or more languages or varieties of language, especially within the same discourse
Cognates	Words that look or sound similar and mean the same in more than one language
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Conceptualized visuals	A picture, drawing, or object that helps a student form an idea or a concept, or gain understanding
Contextualized texts	A text that helps students easily make connections and infer meaning
Dialect	Distinct differences of a language which are characteristic of a particular group of the language’s speakers
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Expository	Material, source, or text that explains or informs
False cognates	Words that look and sound similar in more than one language but do not have the same meaning
Fluid	Natural sounding, smooth flowing
Idiomatic expressions (idioms)	Groups of words that mean something other than their literal translation
Indigenous	Originating in and characteristic of a particular region or country; native to a region (e.g., the plants <i>indigenous</i> to Argentina; the <i>indigenous</i> peoples of Guatemala)
Intangible products	Abstract cultural elements of a society (e.g., legal system, educational system, religion, music)
Intonation	Pattern or melody of <i>pitch</i> that changes in connected speech, especially the <i>pitch</i> pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures
Key pals	Similar to pen pals except that communication takes place using electronic media
Literary style	The characteristics of a work that reflect the author’s distinctive way of writing; an author’s use of language, its effects, and its appropriateness to the author’s intent and theme

Mood	A characteristic of verbs that refers to how the writer or speaker presents ideas (indicative, imperative, subjunctive)
Nuances	Subtle differences in meaning
Orthography	Correct use of writing, symbols, and spelling
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Phonetic	Pertaining to the system of sound-letter relationships used in reading and writing, which begins with the understanding that each letter (or grapheme) of the alphabet stands for one or more sounds (or phonemes)
Pitch	The degree to which a sound has a high or low quality
Podcast	Auditory or visual electronic file available via the Internet
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (<i>tangible</i>) or abstract (<i>intangible</i>) cultural elements of a society
Realia	Objects or activities used to relate classroom teaching to the real life, especially of peoples studied; objects used by a teacher to illustrate everyday living (e.g., coins, brochures, posters, packaging)
Regionalism	Variation in speech or writing based on the particular area where a speaker comes from. Variation may occur with respect to pronunciation, vocabulary, or <i>syntax</i>
Register	The manner of addressing another person according to the title, relationship, and/or social situation
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Standard Spanish	A neutral Spanish considered a correct, educated standard for the Spanish language
Syntax	The order of words required to make grammatically correct sentences
Tangible products	Concrete cultural elements of a society (e.g., literature, foods, tools, dwellings, clothing)
Tense	A characteristic of verbs that indicates the time of the action or state of being that a verb expresses
Tone	A relative height of <i>pitch</i> with which a syllable or word is pronounced which distinguishes meaning
Universal cultural practices	<i>Practices</i> that are common among different cultures relating to things such as language, religion, protocol, holidays, family, daily life, art, and music
Wiki	A collaborative Web site for use in knowledge management and may be edited by users
Writing process	The planning of writing for different purposes and audiences including prewriting, drafting, revising, and editing, and publishing