

## ***Course of Study - Spanish 3-4***

### ***1. Introduction/ Course Description:***

*Spanish 3-4 is a novice mid to intermediate low level course (based on the ACTFL standards - [http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)) and is taught over two semesters in the World Languages Department. It is open to 9th -12th graders who possess the necessary prerequisite skills and knowledge and wish to further develop their Spanish language proficiency. Competency in languages other than one's own is an essential part of communication and cross-cultural understanding in today's global community. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes, but also provides them with access to perspectives and knowledge that are only available through the language and culture. Language learning offers academic, social and cultural benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies, including English, History, Art and Music. In these ways, this course clearly supports the TUHSD Mission Statement. Students with developing linguistic skills are enabled to communicate more effectively and address the challenges of a dynamic and diverse community. This course also supports the **TUHSD Strategic Priorities** in that, under the heading "**Instructional Programs and Practices**", students are "guaranteed access to rigorous, relevant, and engaging courses". In addition, under the heading "**Curriculum and Assessment**", this course ensures student growth in "21st Century Skills".*

***2. Prerequisite skills and knowledge:*** *Spanish 1-2, 3-4, and 5-6 are sequential courses that are skill-based, fully articulated and aligned. This means in order for a student to attain proficiency at level 3-4, the student must first demonstrate proficiency in Spanish 1-2 program goals, which is the foundation on which all following Spanish courses are built on. For details on program goals for Spanish 1-2, please see the Spanish 1-2 course of study.*

### **3. List of program goals/learning outcomes for Spanish 3-4**

**PROGRAM GOAL 1: Interpersonal Communication: Student can communicate with others, converse and exchange information in the target language.**

*Target Proficiency: Student can handle short social interactions in everyday situations by asking and answering a variety of questions. I attempt spontaneous communication.*

**PROGRAM GOAL 2: Presentational Speaking: Student can orally present information to others in the target language about various topics.** *Target Proficiency: Student can present information on most familiar topics using connected sentences with transitional words.*

**PROGRAM GOAL 3: Presentational Writing: Students can write effectively in the target language.** *Target Proficiency: Student can write briefly about most familiar topics using connected*

*sentences in the present and past tenses.*

**PROGRAM GOAL 4: Interpretive Listening: Student can effectively interpret what s/he hears.**

*Target Proficiency: Student can understand many familiar words, phrases, and simple sentences.*

*Student can recognize and understand pieces of information, and understand the main topic of what is being orally communicated.*

**PROGRAM GOAL 5: Interpretative Reading: Student can comprehend and interpret written text in the target language.** *Target Proficiency: Student can comprehend short and simple text related to everyday life in various timeframes and can manage inferences. Student can understand the main idea/theme of what s/he has read. Student can understand target-level vocabulary.*

**PROGRAM GOAL 6: CULTURE**

At each level in our language program, students address three major themes within culture: *Self, Community and World*. At each level, these themes will be integrated, and aligned with student levels of proficiency. As students progress from beginner to intermediate to advanced, interactions with the theme and language will become increasingly nuanced and sophisticated (cognitively and linguistically).

**SPANISH 3-4**

Self	Extended family, ancestors, more descriptive words, comparisons, routines, interests
Community	Neighborhood, Intro to helping the community (basic vocab and descriptions of students' individual experiences), cleaning up the community, describe local nature.
World	Traveling basics, ordering food, important holidays, interacting with native speakers. Practices, perspectives and products from specific countries of study (see country focus below). Basic environment and geographic vocabulary, weather, describe different places
Country focus* (Spanish)	México, El Salvador, Argentina, Puerto Rico

\*based on TPRS novels, subject to change.

**From the Five C's for World Languages Content Standards:**

**Communication**: Students engage in oral communication in the target language.

**Culture**: Appropriate behaviors, such as what to do, when, where and why are addressed. Additionally, students explore common products, beliefs and values.

**Connections**: Students study interdisciplinary relationships and use authentic sources in target languages.

**Comparisons**: Students make comparison between studied culture and their own. Additionally, students will be exposed to extension opportunities to deepen their knowledge of cultures (perspectives, practices and products).

**Communities**: Students will use the target language within and beyond school setting. Additionally,

students will experiment with using the target language for personal enjoyment, enrichment, social purposes, travel, and living abroad.

*References: ACTFL Standards for Foreign Language Learning*

**Cross-curricular skills** : Reading, listening, communicating, presenting and writing are cross-curricular skills which inform our program goals. In addition, history, culture, literature, cuisine and geography are just a few examples of the cross-curricular content addressed in World Languages.

**21st century skills addressed**: Pedagogically, we incorporate the **ACTFL 21st Century Skills**. See the official ACTFL (American Council on the Teaching of Foreign Languages - National Standards for Foreign Language) website for information on how 21st century skills are integrated instructionally by level. [https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21\\_worldlanguagesmap.pdf](https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf)

#### 4. PROFICIENCY SCALES FOR SPANISH 3-4

	Program Goal	Level 1	Level 2	Level 3 (target)	Level 4
1	<b>Student can communicate with others, converse and exchange information in the target language</b>	I can communicate on some very familiar topics using <b>single</b> words and phrases that I have practiced and memorized.	I can communicate on some very familiar topics using words and phrases that are sometimes supported by memorized language.	I can handle short social interactions in everyday situations by asking and answering a variety of questions. I attempt spontaneous communication.	I can participate in conversations about familiar topics that go beyond my everyday life, including descriptions of people, places and things, events and experiences, with some detail and in various time frames.
2	<b>Student can orally present information to others in the target language about various topics.</b>	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on some familiar topics using a series of simple sentences and expressions..	I can present information on most familiar topics using connected sentences with transitional words.	I can make presentations on a wide variety of familiar topics using connected sentences with transitional words in various time frames.
3	<b>Students can write effectively in the target language.</b>	I can write lists and learned phrases on familiar topics.	I can write brief messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics using connected sentences in the present and past tenses.	I can write on a variety of topics in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.
4	<b>Student can effectively interpret what s/he hears</b>	I can recognize some familiar words and phrases when they are spoken.	I can understand words, phrases, and simple sentences. I can recognize and understand pieces of information, and understand the main topic of what is being orally communicated.	I can negotiate the meaning, understand the main idea and contextualize what I hear in a variety of contexts.	I can understand the main ideas of what I hear on a variety of topics. I can mostly follow what I hear about events and circumstances in various time frames.

5	<b>Student can comprehend and interpret text in the target language</b>	I can mostly understand memorized written phrases and sentences. I can understand some learned or memorized words and phrases when I read.	I can mostly comprehend short and simple text and recognize different timeframes. I can manage inferences. I can attempt to understand the main idea/theme of what I have read. I understand most-all target-level vocabulary.	I can comprehend short and simple text related to everyday life in various timeframes and can manage inferences. I can understand the main idea/theme of what I have read. I understand target-level vocabulary.	I can understand the main idea of texts related to everyday life and personal interests. I can interpret short and simple texts when the topic is familiar. I can understand descriptions and stories about events and experiences in various time frames. I attempt to comprehend higher-level tenses and vocabulary
6	<b>Student can identify cultures, make comparisons and connections, and use language within and beyond school community.</b>	I can respond to basic yes/no comparative questions. I can identify some elements in the target culture. I can memorize some practices and products. I can attempt to make connections with other subjects. I can sometimes identify authentic resources. I can interact with them with very specific teacher support	I can respond to basic yes/no comparative questions. I can identify some elements in the target culture. I can memorize some practices and products. I can attempt to make connections with other subjects. I can sometimes identify authentic resources. I can interact with them with very specific teacher support.	I can identify most target-language countries and their practices and products. I can make comparisons between their culture and culture of target-language countries. I can make statements about own culture and the culture of target-language countries. I can use target language outside of the classroom. I can make connections to other disciplines in target language. I can independently identify and interact with authentic resources.	I can identify practices, products and perspectives of target language countries. I can independently make comparisons between cultures in the target language. I can use the target language to make independent comparisons between cultures. I can make connections in target language to experiences in other classes and outside of the classroom. I can sometimes identify an authentic resource and independently make connections and comparisons.

**5. Suggested textbook(s), materials, equipment and resources:**

*TPRS Publishing novels and student books.*

*Online web resources to teach our program goals such as:*

*Authentic news sites in the target languages (such as CNN, Yahoo en español, Univision, BBC Mundo)*

*Online grammar support, (such as Study Spanish, Colby , Quia, Rosetta Stone, Quizlet)*

*Videos in the target language (songs, commercials, interviews, news reports, cultural events).*

*ACTFL “Can do” statements” support our program goals*

[http://www.actfl.org/sites/default/files/pdfs/Can-Do\\_Statements.pdf](http://www.actfl.org/sites/default/files/pdfs/Can-Do_Statements.pdf)

**6. Requirements satisfied:**

*This course meets the “e” requirement for UC/ CSU and is considered an elective for TUHSD graduation requirements.*

**7. Appendices**

**Units of Study/ Spanish 3-4 - The content below is addressed at this level.**

**Students will:**

Review first year grammar structures

Solidify present tense, all verb forms (conjugations)

Begin to learn reflexive verbs (daily routines) and direct/indirect objects in the context of who is doing what to whom in a sentence (le dice, te doy, le vs. se, etc.)

Reinforce pronoun/syntax learned in level 1-2

Continue learning *ser* and *estar* present and past

Learn the present progressive

Recognize present vs past tenses (preterit/ imperfect) of a defined list of high frequency verbs

Know the difference between the preterit and imperfect tense and when to use them

Practice regular form regular past tense verbs in both the preterit and the imperfect and also learn some irregular verbs such as: tener, ser, ir, hacer, estar, poder, querer, saber, poner, ver, decir, etc.

Continue to reinforce high-frequency vocabulary as well as numbers, interrogatives, days of the week, etc.

**Language-Learning Skills/Strategies -****Students will:**

Determine who or what the subject of the sentence is through the use of knowledge of verb endings

Discern the big picture/main concepts in listening and reading comprehension

Employ an understanding of pronouns in context

Use contextual clues to infer meaning in reading comprehension

Tell simple stories orally and in writing using pictures in the target language

**SAMPLE UNIT**

***Program Goals: #1 -6 are addressed in this unit, but program goal #2 will be assessed: Student can orally present information to others in the target language about various topics.***

***Content: Cultural Presentation based on Day of the Dead using imperfect and limited preterit tenses***

***Title of Activity: Day of the Dead Ofrendas***

***Knowledge and Skills:***

- 1. Cultural elements of the Mexican holiday, Day of the Dead***
- 2. Simple past tense recognition of the imperfect and limited use of preterit in the third person***
- 3. Presentational speaking in the target language, with support***
- 4. Knowledge of high-frequency vocabulary related to common activities having to do with a person's life***

***Steps in Unit:***

- 1. KWL pre-assessment: What do you know about Day of the Dead? Talk about your***

- experience/knowledge of the holiday
2. Webquest: Day of the Dead vs. Halloween. Create Venn Diagram and share out - how are they similar and how are they different? What are the specific elements of each holiday? How are they celebrated?
  3. Grammar instruction and practice related to the past tenses. Gradual exposure, pop-up grammar lessons, daily PQAs and direct instruction with verb charts and games.
  4. Various videos and pictures and multimedia exposure to cultural concepts in preparation for students making their own ofrendas as people do on Day of the Dead
  5. ***Día de los Muertos Ofrendas:*** *Students bring at least five items to create a small “ofrenda” to someone important to them who has died. They will arrange and set up their own individual ofrenda on their desks. Then students will talk about their ofrendas and person represented in Spanish and also will be able to listen to other classmates’ presentations. This will be done in first in small groups, and then we will do a gallery walk at the end. The ofrenda can be a celebration of the life of someone in their family, someone they have known, a famous person they admire or a pet. The important thing is to be in the spirit of Día de los Muertos where those who have died are remembered and celebrated in a positive way as they are in many Latin American cultures on Día de los Muertos. Listen and speak respectfully when visiting other students’ ofrendas, and speak in Spanish as much as possible when presenting your ofrenda to your group by using the sentence frames.*

#### **PROFICIENCY SCALE FOR PROGRAM GOAL #2:**

***4- I can go beyond requirements in a 3 to create my own sentences in the past tense and use more detail in my vocabulary.***

***3- I can effectively present information in the target language and in the past tense about a person important to me who has died using sentence frames for help***

***2 - With extra help, I can present information in the target language and in the past tense about a person important to me who has died with sentence frames***

***1 - I attempt to present information in the target language and in the past tense about a person important to me who has died using sentence frames for help***

#### **SUPPORTING MATERIALS:**

##### ***Items for the ofrenda:***

***Mandatory:*** *A picture(s) or drawing of the person/pet, something(s) that represents what that person/pet liked to do*

***Optional (choose at least three):*** *A favorite food(s), (real or a picture), flowers (real, paper, plastic or drawn) – marigolds are traditional, candles and/or incense (we won’t light), clothing, letters, symbolic objects*

**SENTENCE FRAMES:**

Use the following sentence frames to guide a brief explanation of your ofrenda. You may say more if you would like and answer questions your classmates may have.

Yo hice una ofrenda para mi \_\_\_\_\_ (relationship to you – abuelo, papa, perro). Él/Ella Se llamaba \_\_\_\_\_ (name). \_\_\_\_\_ (Name) era importante para mi porque ... \_\_\_\_\_ .(explain why )  
\_\_\_\_\_ (Name) le gustaba/n \_\_\_\_\_ y \_\_\_\_\_ . (things they liked to do). Mi ofrenda tiene \_\_\_\_\_ (objects you brought in) porque \_\_\_\_\_.  
(explain the significance of each item) \_\_\_\_\_  
\_\_\_\_\_