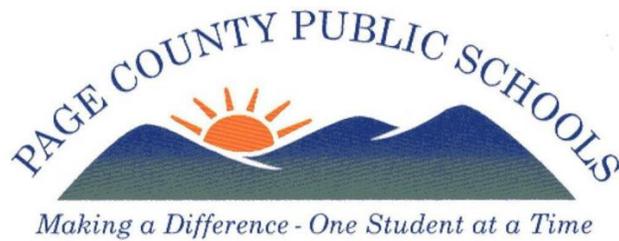


# Curriculum Pacing Guide



## Spanish III



## OVERVIEW

### Goals

Achieving linguistic fluency and cultural understanding is a long-term endeavor, requiring experiences beyond the classroom setting. Within the scope of the level of study, students will be able to perform with reasonable success in each of the following areas:

#### Effective Communication

- Students will learn to communicate with others in a language other than English.
- Students will improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

#### Enhanced Cultural Understanding

- Students will develop an awareness of and an appreciation for another people's unique way of life, the patterns of behavior that order their world, and the ideas and perspectives that guide their behaviors.
- Students will learn about other cultures' contributions to the world and how these contributions have shaped international perspectives.

#### Expanded Access to Information

- Students will connect with other disciplines through foreign language study, enabling them to reinforce and expand their understanding of the interrelationships among content areas.
- Students will access information in more than one language, giving them a greater range of resources and a richer base of knowledge.

#### Increased Global Perspective

- Students will respond to and contribute to their communities and the world in a more informed and effective manner as a result of the global perspective gained in a foreign language class.
- Students will gain additional prospects for further education and career opportunities as a result of foreign language study.

### Strands

The content of the Modern Foreign Language Standards of Learning is organized around the following seven essential strands (defined on the following pages) of language development and application:

- Person-to-Person Communication
- Listening and Reading for Understanding
- Oral and Written Presentation
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

## **Person-to-Person Communication**

The first strand focuses on the communicative skills needed to exchange information in the target language with another person. When demonstrating skills in the person-to-person strand, students demonstrate their ability to initiate, sustain, and close a conversation or an interactive written communication, such as an e-mail exchange.

## **Listening and Reading for Understanding**

The second strand consists of the communicative skills necessary to comprehend speaking and writing in the target language. The student's level of communicative competence is indicated by the degree of comprehension of spoken or written language, together with interpretation of other visual and auditory cues given by the speaker or writer. This strand differs from the person-to-person strand in that the skills involve understanding one-way communication with no opportunity for clarification through interaction.

## **Oral and Written Presentation**

The third strand centers around the communicative skills needed to present information in the target language orally or in writing to an audience. This set of skills calls for the student to be able to organize thoughts and deliver presentations to a variety of audiences. These skills involve both spontaneous and prepared presentations and, again, differ from the person-to-person strand in that students do not interact with the audience.

## **Cultural Perspectives, Practices, and Products**

Understanding the culture of native speakers of the target language is an integral part of learning any language. Students demonstrate their understanding of the inextricable link between language and culture by developing an understanding of the perspectives or viewpoints, practices or patterns of behavior, and products of the culture(s). In-depth understanding of these elements of culture improves the students' ability to interact appropriately with native speakers of the language and to function successfully within that cultural setting.

## **Making Connections through Language**

Topics addressed in the foreign language classroom provide an opportunity for students to connect information about the language and culture(s) they are learning with concepts being studied in other subject areas. In addition, students are able to enhance their knowledge of other subject areas by accessing additional information in the target language. This reciprocal reinforcement and enhancement of curricular concepts increases students' in-depth understanding of the total curriculum.

## **Cultural and Linguistic Comparisons**

The process of language learning causes students to reflect on their own culture and language in a way that increases their understanding of the nature of language in general and of elements of their own language and culture. As students become more knowledgeable about the target language, they increase their skills in their native language by making frequent comparisons between the target language and their own. The

insight students develop into their own culture helps them increase their understanding of and openness to people who speak other languages and who may view the world from a different perspective.

## **Communication across Communities**

Knowledge of the target language and culture is enhanced when students have the opportunity to apply their skills and knowledge beyond the classroom setting. This application can take many forms, from corresponding with a native speaker of the language to visiting nearby sites where the language and culture are prominent. Without traveling far, Virginia students can find myriad opportunities to make these connections, for example, by interacting with ethnic populations within the local community, establishing contacts with foreign-owned businesses that have offices and factories in many parts of the state, and using numerous resources available through the Internet and other media. Practical application of their language skills motivates students to continue their language study and develop a lifelong interest in participating in the global community.

For Latin language learning, six strands have been identified. The first two focus on the particular skills needed by students to read and interpret Latin texts, while the remaining four are common with the modern foreign language strands:

- Reading for Understanding
- Using Oral and Written Language for Understanding
- Cultural Perspectives, Practices, and Products
- Making Connections through Language
- Cultural and Linguistic Comparisons
- Communication across Communities

## **Reading for Understanding**

The focus of a Latin program is the ability of students to derive cultural as well as linguistic information from a Latin text. Students must be able to interpret a Latin text in order to understand the ancient world through the thoughts and information expressed by the author. Beginning students learn to comprehend basic Latin sentences and stories and are introduced as early as possible to authentic texts, such as graffiti from the Roman world or short philosophical statements of the ancient Romans.

## **Using Oral and Written Language for Understanding**

The ability of students to read a Latin text is facilitated through their active use of oral and written Latin. For many students, hearing the language and learning to use it orally enables them to read and understand Latin text more easily. As part of the language-learning process, students learn to ask and answer questions, comprehend spoken texts, and compose simple phrases and sentences in Latin. As students progress in their language study, attention shifts from writing the language to developing the ability to read Latin texts aloud with attention to meter and phrasing.

# Spanish III

## Course Description

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In Spanish III, students continue to develop their communicative competence by interacting orally and in writing with other Spanish speakers, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. They communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish and moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they listen to and read and are able to identify significant details when the topics are familiar. Students develop the ability to discuss in Spanish topics related to historical and contemporary events and issues.



**SPANISH III - PACING GUIDE (2011-2012)**

**PAGE COUNTY PUBLIC SCHOOLS**

**1<sup>ST</sup> NINE WEEKS**

Topic	Standard(s) SIII:
<p><i>Culture infused throughout each nine weeks to enhance instruction.</i></p>	<p>3.2. Understand culturally authentic materials that present new and familiar information.</p> <p>7.1. Discuss in Spanish how aspects of the Spanish language and Spanish-speaking cultures are found in other subject areas.</p> <p>7.2. Relate topics studied in other subject areas to those studied in Spanish class, such as contributions of political, arts, or sports figures from Spanish-speaking countries.</p> <p>7.3. Use Spanish-language resources to expand knowledge in other subject areas.</p> <p>8.1. Discuss the influences of historical and contemporary events and issues on the relationships between Spanish-speaking countries and the United States.</p> <p>8.2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.</p> <p>9.2. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.</p> <p>10.1. Expand Spanish language skills and cultural competence through the use of media, entertainment, and technology.</p> <p>10.2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through the Internet, to broaden cultural understanding.</p>
<p>- Talk about computers, e-mail, the Internet, faxes, and telephones</p>	<p>2.2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.</p>
<p>- Talk about past habitual and routine actions (<i>Imperfect of -ar, -er, -ir verbs</i>)</p>	<p>1.2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print Spanish sources.</p>
<p>- Describe people and events in the past (<i>Imperfect of SER and IR</i>)</p>	<p>2.1. Participate in sustained exchanges that reflect past, present, and future time.</p>
<p>- Make and receive telephone calls in Spanish (Uses of the imperfect)</p>	<p>1.2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print Spanish sources.</p>

- Shop for apparel and food in Spanish-speaking countries	6.1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
- Ask for the quantities and sizes you want	4.1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
- Find out prices	2.3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.
- Talk about different types of past actions ( <i>the preterit and the imperfect</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Talk in general terms about what is done	1.2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of print and non-print Spanish sources.
- Narrating sequence of events	1.1. Express own opinions, preferences, and desires, and elicit those of others.
- Talk about popular hobbies and games	4.1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
- Talk about activities in the park	2.3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.
- Give details about location	4.2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- Talk about what will happen in the future ( <i>Future tense of regular verbs</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Compare objects and people ( <i>Comparatives and superlatives</i> )	8.2. Compare and contrast aspects of Spanish-speaking cultures, such as language, clothing, foods, dwellings, and recreation, with those of other cultures.

- Describe your favorite pastime	6.1. Examine how and why products such as natural and manufactured items, the arts, forms of recreation and pastimes, language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
<b>2<sup>nd</sup> NINE WEEKS</b>	
- Check into and out of a hotel	2.2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.
- Ask for things you may need at a hotel	2.3. Use paraphrasing, circumlocution, and nonverbal behaviors to convey and comprehend messages in level-appropriate Spanish.
- Talk about future events ( <i>Future of irregular verbs</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Refer to previously mentioned people ( <i>Direct and indirect object pronouns</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Talk about air travel	6.3. Investigate the role of geography in the history and development of Spanish-speaking cultures.
- Discuss the influence of geography on travel in Latin America	10.1. Expand Spanish language skills and cultural competence through the use of media, entertainment, and technology.
- Talk about things that would happen under certain conditions	1.1. Express own opinions, preferences, and desires, and elicit those of others.
- The conditional of regular and irregular verbs	4.2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- Changing le, les to se before direct object pronouns	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Talk about accidents and medical problems	2.2. Exchange detailed information on familiar topics via conversations, notes, letters, or e-mail.

- Talk about hospital stays	1.1. Express own opinions, preferences, and desires, and elicit those of others.
- Discuss things that you and others have done recently ( <i>present perfect and irregular past participles</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Compare things with like characteristics ( <i>Comparisons of like things</i> )	4.2. Use past, present, and future time frames, word order, and other level- appropriate language structures with increasing accuracy.
- Talk about life in the city and country	3.2. Understand culturally authentic materials that present new and familiar information.
- Describe things that were happening ( <i>Imperfect progressive</i> )	2.1. Participate in sustained exchanges that reflect past, present, and future time.
- Refer to things already mentioned ( <i>object pronouns with present participle and future tenses</i> )	4.2. Use past, present, and future time frames, word order, and other level-appropriate language structures with increasing accuracy.
- Indicate where things are located ( <i>demonstrative adjectives and pronouns</i> )	6.3. Investigate the role of geography in the history and development of Spanish-speaking cultures.