

a-g Spanish 3

Basic Course Information

Title: a-g Spanish 3

Transcript abbreviations: a-g Spanish 3B / 7R9923 , a-g Spanish 3A / 7R9922

Length of course: Full Year

Subject area: Language Other than English ("e") / LOTE Level 3 Spanish

UC honors designation? No

Prerequisites: Spanish 1 and Spanish 2 (or teacher approval) (Required)

Co-requisites: None

Integrated (Academics / CTE)? No

Grade levels: 11th

Course learning environment: Classroom Based

Course Description

Course overview:

a-g Spanish III consists of advanced vocabulary and advanced grammar in order to express ideas that much more precisely in the Spanish language. The emphases are the abilities to write in Spanish, speak in Spanish, read in Spanish, and understand spoken Spanish. Making the Spanish language relevant to the students is the priority.

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Lección Preliminar – Estados Unidos, Una vida ocupada

In this unit, the students will review Spanish words related to activities, places, foods, and emotions. They will review the Present tense verb forms of gustar and how they are influenced by words after the forms of gustar. They will review the regular and the irregular verb forms in the Present tense. They will review the Present tense verb forms of ser and estar and how they are used differently. They will review how to formulate reflexive verb forms using reflexive verbs. They will review how to say comparisons.

Unit Assignment(s):

The students will write 10 me gusta (I like) and/or no me gusta (I don't like) sentences related to the Spanish words. They will write 10 comparative sentences in Spanish. The purpose of these assignments is to allow them to refresh their minds as to how to write in Spanish.

Unit I – México, Nos divertimos al aire libre:

In this unit, the students will learn new Spanish words related to camping and nature. They will also learn Spanish terms related to relatives. They will review the regular and the irregular Preterit verb forms. They will review the regular and the irregular Imperfect verb forms. They will review how to distinguish when to use the Preterit tense and when to use the Imperfect tense.

Unit Assignment(s):

The students will write 10 Spanish sentences related to the Spanish words. They will also write a 50 to 75 Spanish word paragraph on why they like or dislike being in nature. The purpose of these assignments is to have them feel more comfortable expressing their beliefs in Spanish.

Unit II – Estados Unidos, ¡Es hora de ayudar!

The students will learn new Spanish words related to volunteering in the community so that they are able to help people. They will also learn new Spanish words related to the media. They will review how to formulate both positive and negative familiar singular commands. They will review how to formulate both positive and negative formal singular commands. They will learn how to formulate both positive and negative let's form commands. They will review the impersonal expressions and how they are used with the Present Subjunctive.

Unit Assignment(s):

The students will select 10 Spanish words to write their ideas about them. They will also write 5 let's form commands. The purpose of these assignments is to allow them to feel more comfortable expressing their ideas in Spanish along with how to be tactful to cooperate together as a group, all using Spanish.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

2. Research and prepare a Power Point presentation in English on one of the following:

1. Select a Spanish-speaking country, showing pictures and a summary of (1) their flag, (2) traditional dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

Note: For every option in #2 student must include a slide with bibliography for references, using MLA guidelines for format. For option #3, student must include footnotes or endnotes and a bibliography for references, using MLA guidelines for format. Please discuss with EE or ES if unsure how to do this. Keep in mind that information in Power Points should be summaries, not sentences or paragraphs.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one- page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit III – Centroamérica, ¡El futuro de nuestro planeta!

The students will learn new Spanish words related to the environment and concerns related to the environment. They will also learn new Spanish words related to obligations and responsibilities. They will learn the regular and the irregular Future tense verb forms. They will learn the correct ways to use por. They will learn the correct ways to use para. They will learn how to distinguish between por and para. They will learn the regular and some of the irregular verb forms of the Present Subjunctive.

Unit Assignment(s):

The students will say 5 Spanish sentences using the impersonal expressions as to how they feel about people and things. They will also write a 50 to 75 Spanish word paragraph using the Future tense dealing with where they will possibly be in 10 years. The purpose of these assignments is to allow them to reflect on their own lives while using appropriate Spanish words and appropriate Spanish grammar.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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1. Select a Spanish-speaking country, showing pictures and a summary of (1) their flag, (2) traditional dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

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4. Interview a Spanish-speaking person who is not a native of the U.S. Ask about the differences in (1) how they grew up, (2) attitudes, (3) culture, (4) dress, (5) music, (6) art, (7) foods, (8) finances, (9) transportation, (10) religion, etc., then write a one-page paper in English on your findings, bringing out a minimum of five differences on your findings.

5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit IV – El Caribe, Así quiero ser

The students will learn new Spanish words related to personality characteristics, more professions, and verbs expressing emotions. They will learn how to use the Subjunctive with hope with verbs like esperar and desear. They will learn how to use the Subjunctive with influence with verbs like dejar and permitir. They will learn how to use the Subjunctive with doubt with verbs like dudar and no creer. They will lastly learn how to use the Subjunctive with emotions with verbs like alegrarse de que and sentir.

Unit Assignment(s):

The students will say 5 Spanish sentences using the Subjunctive dealing with hope. They will say 5 Spanish sentences using the Subjunctive dealing with influence. They will say 5 Spanish sentences using the Subjunctive dealing with doubt. They will lastly say 5 Spanish sentences using the Subjunctive dealing with emotions. The purpose of these assignments is to allow the students ponder about ways to express different ideas about different people and different situations.

Comprehensive Semester Final

Unit V Los países andino, ¿Cómo te entretienes?:

The students will learn Spanish words related to personal possessions. They will also learn Spanish words related to enjoyable activities. They will learn how to use specific conjunctions with the Subjunctive. They will learn when to use the Subjunctive when someone or something is unknown. They will learn the regular and the irregular verb forms of the Conditional tense.

Unit Assignment(s):

The students will write 10 Spanish sentences related to the new Spanish words. They will write a 50 to 75 Spanish word paragraph on what you would like to do in the future using the Conditional tense. The purpose of these assignments is to allow the students to express their ideas about situations that may or may not occur in the future.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.

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dress, (3) typical food, (4) typical methods of transportation, and (5) money -- and the exchange rate with the dollar.

1. Research famous places of interest, works of art, item of interest, or famous person in Spanish-speaking country or countries, and prepare a Power Point showing pictures and a brief description on a minimum of five slides showing points of interest.

3. Research a Latin American country and prepare a two-page typewritten report in English, focusing on a minimum of five points of interest from the following: (1) population, (2) number of languages spoken -- and what they are, (3) gross domestic product, (4) system of government, (5) interesting historical facts, (6) dominant religion, (7) currency and current value, (8) famous landmarks, (9) exported goods, and (10) national motto or anthem.

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5. Take pictures of at least five different billboards or public notices in your area displaying only Spanish advertising. Download onto Power Point with (1) a description of where the picture was taken, (2) a translation into English, and (3) a description in English of what the message is trying to convey.

6. Research, prepare, and present a food or drink from a Spanish speaking culture. If there is a cultural significance related to the food or the drink, that needs to be shared with the class.

Unit VI España, ¿Dónde vivimos?:

The students will learn Spanish words related to stores in the neighborhood. They will also learn Spanish words related to taking excursions. They will learn the Present Perfect tense, such as he hablado (I have talked). They will learn the Past Perfect tense, such as hube hablado (I had talked). They will lastly learn the Future Perfect tense, such as habré hablado (I will have talked).

Unit Assignment(s):

The students will write 10 Spanish sentences related to the new Spanish words. They will also say 2 Spanish sentences for each of the Perfect tenses related to different people whom they know. The purpose of these assignments is to allow students to deal with new Spanish words along with what has happened in the past.

Unit VII – Colombia y Venezuela, Tu pasado y tu futuro:

The students will learn Spanish words related to work. They will also learn Spanish words related to school activities. They will also learn Spanish words related to career possibilities. They will learn the Imperfect Subjunctive. They will learn the Present Perfect Subjunctive. They will learn about si clauses and how the Imperfect Subjunctive is then used with the Conditional tense. There will be a review of the major tenses in Spanish.

Unit Assignment(s):

The students will say 5 Spanish sentences describing 5 different professions. They will write a 50 to 75 Spanish paragraph on if they had all the money in the world, what would they do, using the Imperfect Subjunctive in the si clause and the Conditional tense in the main clause. The purpose of these assignments is to allow students to give their viewpoints about different professions and to express their viewpoints about money.

Cultural Projects:

The student must complete one cultural project each quarter, choosing from the following:

1. Attend a specific Hispanic cultural event and write a one-page paper in English about the experience, focusing on a minimum of five differences in (1) dress, (2) music, (3) art, (4) foods/ingredients, (5) money, (6) transportation, (7) methods of shopping, (8) religion, (9) typical preferences, etc. Students are encouraged to create their own event by shopping at a Mexican market, then comparing it to their favorite American market, eating at a Mexican taquería and comparing it to a typical American fast-food restaurant, etc. May also attend the Mexican Museum (Fort Mason Center Building D, San Francisco, CA 94123; Telephone: 415-202-9700). Admission is free. Write a paper including date of attendance and a description of five items of interest at the museum.
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Unit VIII – El Cono Sur, Hablemos de literatura

The students will learn Spanish words related to literature. They will learn the regular and the irregular verb forms of the Past Progressive. They will learn to differentiate which conjunctions take the Subjunctive and which ones do not and when. They will learn about the verbs that deal with unintentional occurrences. They lastly will review the uses of the Subjunctive.

Unit Assignment(s):

The students will also write 10 Spanish sentences related to the new vocabulary. They will verbally describe 10 Spanish words. The purpose of these assignments is to allow the students to become more familiar with the new Spanish words.

Comprehensive Final

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
¡Avancemos! Level III	McDougal Littel	McDougal Littel	ISBN-13: 978-0-554- 02533-9		Yes

Other

Title	Author	Date	Course Material Type	Website
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¡Avancemos! Level III	McDougal Littel		workbook	ISBN-13: 978-0-618-76595-9
Rosetta Stone (used as determined by the credentialed Teacher authorized to teach the course)			supplemental	