

Spanish 3

Instructors:

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Integrating the skills learned in Spanish I and Spanish II, Spanish III reviews and advances reading, writing and speaking skills. Students will read from Spanish literature and will broaden their understanding of Hispanic culture through their readings and through several projects involving limited research.

Graduation Standards (the number of the standard is referenced in the performance indicators listed in each unit):

Standard 1: Students engage in conversation and informal written correspondence on a variety of topics.
 Standard 2: Students understand and interpret written and spoken language on a variety of topics.
 Standard 3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
 Standard 4: Students compare the nature of language and the culture(s) of the target language and their own.
 Students 5: Students encounter and use the language both in and beyond the classroom for personal enjoyment and life-long learning.

Unit 1	Leyendas de España
Summary	Students learn about the history of Spain and the connections between that history and the modern language and culture.
Performance Indicators Assessed in Unit	Students will be able to: converse on personal topics. read for understanding. discuss reading assignments. use definite and indefinite articles and explain the concept of gender of nouns. use verbs that require an indirect object. use regular verbs in the present tense. use direct and indirect object pronouns to replace items previously mentioned. use pronouns that follow prepositions. make negative statements. Students will know: general history of Spain, its events and important characters. general geographic locations in Spain.
Unit 2	El arte
Summary	Students learn about six influential Hispanic painters and how painting depicts history and culture.
Performance Indicators Assessed in Unit	Students will be able to: use adjectives to describe, compare and contrast visual representations (art). describe nationalities. use the present tense of regular, irregular and stem changing verbs. state an action that began in the past and continues to the present (present tense). use possessive adjectives, long form possessive adjectives and possessive pronouns. use demonstrative adjectives and pronouns, including the neuter pronoun to stand for an idea or action. use special conjunctions made necessary by pronunciation of certain vowels. Students will know: general biographical information and stylistic characteristics of six Hispanic artists (Velázquez, El Greco, Goya, Picasso, Dalí and Frida Kahlo).

Unit 3	El humorismo
Summary	Students reflect on the subtleties of humor by reading several stories that contain plot twists that result in a comic ending.
Performance Indicators Assessed in Unit	Students will be able to: use familiar and formal commands. use reflexive verbs to express an action to the body and reciprocal actions. differentiate between the uses of ser (characteristics) and estar (conditions). use the progressive tense to convey the idea of an action in progress. Students understand that humor varies from culture to culture and how the use of language impacts humor.
Unit 4	El heroísmo
Summary	Students learn about several heroes, some historic figures from Hispanic culture, and some “every-day” heroes.
Performance Indicators Assessed in Unit	Students will be able to: use the subjunctive mood to express an action that is not seen as certain or real. use the passive voice to express an action performed on the subject of the sentence. use the four equivalents of the English verb “to become”. Students will know: the biographies of several heroic figures in Hispanic cultures. how Hispanics celebrate fall and winter holidays (Christmas traditions and El Día de los Reyes).
Unit 5	El indio
Summary	Students learn about the treatment of indigenous people in Latin America and make comparisons to the experiences of indigenous groups in the US.
Performance Indicators Assessed in Unit	Students will be able to: use the personal a use the preterit tense to recount past events use the imperfect tense to recount ongoing or repeated past actions contrast the uses of the preterit and imperfect Students will know: vocabulary for names of animals that European settlers have recounted the history of the Americas to highlight their own perspective
Unit 6	La leyenda
Summary	Students read several legends from a variety of Hispanic countries. They research and share information about other legends from world cultures.
Performance Indicators Assessed in Unit	Students will be able to: use the prepositions por and para form and use the present perfect tense to express a recent action form and use the pluperfect tense to express an action in the distant past form and use the present perfect subjunctive to express a subjunctive action in the past differentiate between the verbs asistir, atender and ayudar Students understand that the legends of a culture reflect its history and beliefs. Students understand that the legends of world cultures are depicted in visual form (works of art).
Unit 7	Sentimientos y pasiones
Summary	Students read and discuss several stories that highlight sentiments and passions.
Performance Indicators Assessed in Unit	Students will be able to: use several expressions that use the verb tener form and use the future tense form and use the conditional tense contrast the future and the conditional

	<p>use the future and conditional to express probability</p> <p>use relative pronouns to create complex sentences</p> <p>use prepositions after certain verbs and before an infinitive</p> <p>correctly use the verbs saber and conocer to tell what or whom they know</p> <p>differentiate between el abanico, el ventilador and el aficionado (fan)</p>
Unit 8	Tierra y Libertad
Summary	Students read and discuss several stories that focus on political conflicts and the effects of those conflicts on individuals. They also investigate the history and culture of several Latin American countries.
Performance Indicators Assessed in Unit	<p>Students will be able to:</p> <p>form and use the imperfect subjunctive</p> <p>form and use the pluperfect subjunctive</p> <p>correctly use the four tenses of the subjunctive</p> <p>use the correct tenses in if – then clauses</p> <p>uses suffixes to alter the significance of nouns</p> <p>form and use adverbs</p> <p>use interrogative pronouns (make questions)</p> <p>use indefinite pronouns</p> <p>use pero and sino to connect clauses</p> <p>Students will know:</p> <p>how political struggles have impacted the lives of Latin Americans</p> <p>basic facts (topography, geography, political structure, economy, culture, famous people, current affairs) about a country in Latin America</p>

Summative Assessments Retake

- Students have the opportunity to retake summative assessments on which they scored below 75.
- The student must submit a retake form to the teacher within five (5) days of the date that the summative assessment score is reported to the student.
- The highest score a student can receive on a retake or late assessment is 75.
- The score achieved on a retake will replace the current score (even if the score is lower).
- If a student is making up a test from an absence, that assessment will be graded up to 100.

Grading of Formative Assessments

- Formative assessments will count 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.