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This is a resubmission for the course a-g spanish 3

### Teacher Contact

- \* **First Name:** Debra
- \* **Last Name:** Hubbard
- \* **Position/Title:** Teacher
- Phone Number:** (530)873-9252
- \* **E-mail:** dhubbard@wildblue.net
- \* **Course Title:** a-g spanish 3
- \* **Transcript Title /Abbreviation:** **Transcript Title /Abbreviation: Course Code**  
a-g Spanish 3  
a-g Spanish III
- \* **Seeking "Honors" Distinction:** No
- \* **Subject Area:** Language Other than English
- \* **Category:** LOTE Year 3
- \* **Language:** Spanish
- \* **Grade Level for which this course has been designed:**  9  10  11  12
- \* **Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

\* **Is this course, or any separate section of this course, taught in an online learning environment:**

No

\* **Is this course classified as a Career Technical Education:** No

\* **Brief Course Description**

Students will be engaged in speaking, reading, writing and listening activities to continue the third year of Spanish language acquisition. This course is an integrated program of language learning. The textbook, workbook, and audio program provide multifaceted learning irregular verbs, subjunctive tenses, passive voice. Students learn 10 different vocabulary themes and practice the new words and expressions in conversations, readings and in relation to Hispanic culture. Themes include school and education, food, celebrations, daily errands, manners, traveling, art and literature, history of Latin America and the United States, and careers.

**Pre-Requisites**

**Co-Requisites**

**Context for Course  
(optional)**

**History of Course Development  
(optional)**

**Textbooks**

**TEXTBOOK 1**

\* **Title:** Así Se Dice

\* **Edition:** 1st

\* **Publication Date:** 2012

\* **Publisher:** Glencoe

**TEXTBOOK 1**

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**Author(s):** Schmitt**URL****Resource:** [http://glencoe.mheducation.com/sites/007660425x/student\\_view0/index.html](http://glencoe.mheducation.com/sites/007660425x/student_view0/index.html)

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**Usage:**

Primary Text

Read in entirety or near entirety

**Supplemental Instructional Materials**

Online resources include:

- Online Student Edition
- Verb eFlashcards
- Silabeo, acento y tilde
- Libro de cocina
- Libro de refranes
- Media Library
- Send a postcard
- World News Online
- Quizlet.com
- Living Language Spanish Apple iPad Application

**\* Course Purpose**

Spanish 3 is designed to continue the acquisition and proficiency of language skills begun in the first two years of instruction. Students gain confidence while using their speaking, reading, and writing skills. Grammar reinforcement focuses on a review of present, preterite, imperfect, future, conditional, past perfect tenses. New concepts in grammar include the tenses of the subjunctive,

continuation of the acquisition of pronouns, commands, and expressions of time. It is important for students to be able to use tenses appropriately to be able to express themselves in more complicated ways. Students learn and practice themed vocabulary while studying the culture, geography, history and literature selections of Hispanic cultures. Students continue to explore ways to express themselves in extended conversation, oral presentations and in their writing.

### \* **Course Outline**

There are ten chapters in *Así se dice* textbook that are used as the foundation of this course of instruction. The major themes presented include: the kitchen and cooking, parts of the body, exercise, medical problems, ceremonies and special occasions, daily activities, manners, air, train and car travel, art and literature, history of Latinos in the U.S., food and its preparation, careers and jobs.

The themed vocabulary and expansion of grammatical structures are presented and reinforced by reading, writing, speaking, listening activities in all five sections of each chapter.

Vocabulary is the first lesson in each chapter, and it begins with pictorial glimpses and short paragraphs of how the Hispanic population relates to the theme, and practical instruction that prepares the students to use the vocabulary in the remainder of the chapter. Students have the opportunity to practice the vocabulary with a variety of activities about modern everyday life.

Grammar is the second section of the chapter, and it prepares the students to use the structures with themed vocabulary in real-life situations.

Conversations are presented and practiced in the third part of the chapter, using the themed vocabulary and grammatical structures previously learned.

A cultural and literary reading selection are presented in part four. These readings give students the opportunity to explore the culture, history, and literary art through their reading and interpretation of writer's ideas.

A chapter review and pre-assessment concludes the chapter in lesson five. Students have the opportunity to strengthen their understanding of new concepts and practice their skills.

Course instruction also includes online activity, video and audio CDs developed to align and reinforce themes of each chapter.

Students are able to listen to many parts of their textbook with the audio CDs, including: vocabulary, conversations, cultural and literary selections. This enables the student to hear many different Spanish speakers, with different accents and pronunciation. Students are able to read along with them to practice pronunciation and fluency.

Students learn about the Spanish-speaking world by exploring cultures presented in *Geo Vistas*, in their textbook. Students choose a Hispanic culture to research and then present their findings to the class in a project.

#### Chapter One - Hispanic Cooking

Students learn vocabulary about food and cooking in the Hispanic tradition. They learn how to make quesadillas, salsa, ropa vieja, and arroz con pollo.

Students learn the present tense subjunctive and formal commands. They practice these forms and hear them used in the conversation about cooking.

Students prepare and present an oral presentation after selecting a topic dealing with food. They also write a food recipe in Spanish. Some students may choose to prepare the dish and share it with the class.

#### Chapter Two - Taking Care of Yourself

Students learn vocabulary about health, exercise, caring for oneself in case of injury, and the parts of the body. Students learn how people in Hispanic countries practice positive health habits and physical fitness. Students learn vocabulary to deal with accidents and medical emergencies.

Students continue instruction of the subjunctive with impersonal expressions and irregular verbs. They practice these grammatical concepts throughout the chapter and in a conversation that deals with a bicycle accident.

Students have the opportunity to speak of their own experience with health and physical fitness in an oral presentation. They prepare a five paragraph essay on one of the five choices of health topics.

### Chapter 3 – Rites of Passage

Students learn vocabulary that focuses on milestones of one's life such as: birthdays, weddings, baptisms, funerals, burials, and receptions. They also read about how these occasions take place in Spanish-speaking nations, and see photos of these events.

Students continue learning about expressions of desire and emotion and the subjunctive, and possessive pronouns. Students have ample opportunity to practice these structures in textbook and workbook activities. Students see how they are used in the chapter's conversation that focuses on a preparations for a wedding.

Readings includes a wedding announcement, a cultural reading about rites of passage, and a poem entitled "El hermano ausente in la cena de Pascua."

Students choose one of five topics to discuss orally and prepare a five paragraph essay describing a dream wedding or eighteenth birthday celebration.

### Chapter 4 – Chores and Errands

Students learn how to prepare for a trip through Andalusia. They study vocabulary about running errands to do laundry, buying stamps and mailing letters, going to the bank, and getting a haircut. Student get glimpses of people running errands in Hispanic nations.

Students continue their instruction on the subjunctive by learning expressions of doubt and adverbial clauses. Students also learn compound tenses such as the pluperfect, the future and conditional perfect. Students read a cartoon that uses the subjunctive tenses which is about running errands. Students have the opportunity to create their own cartoon with an online program.

Students read about making preparations for a trip to southern Spain. They also read about General San Martin in the struggle of independence in South America in a literary selection called "El mensajero de San Martin."

Students prepare an oral about taking a trip, or doing chores. They write a letter describing what it is like living with a host family, using grammatical structures and vocabulary from the chapter.

## Chapter 5 – Manners

Students are exposed to appropriate manners and behaviors in Spanish-speaking nations. Students learn appropriate ways to greet and say good-bye.

Grammar lessons continue with the imperfect subjunctive, whether to use the subjunctive or infinitive, and suffixes like *ito* and *illo*. Students listen to a conversation about a misunderstanding which uses new grammatical forms and vocabulary.

Students read an article about good and bad behavior, the difference between a friend and an acquaintance, how to address someone with an appropriate title, the use of the formal *usted*, *vosotros*, or familiar *tú*, and when hugs or kisses are appropriate in Spanish-speaking parts of the world. Students read a simplified text written in the Middle Ages, called "El Conde Lucanor."

Students orally interview a classmate using vocabulary in the chapter and grammatical structures. Then, they write the interview as their written project for the chapter.

## Chapter 6 – Traveling

Students view different terminals for travel in different countries where Spanish is spoken in the vocabulary introduction. They learn and practice vocabulary that is useful for air, train and car travel.

Students continue to study the subjunctive with conjunctions of time, special verbs that require the subjunctive, and irregular nouns.

Students read a conversation about a how to deal with a delay at the airport.

The cultural reading in this chapter teaches about travel to Bolivia. The literary selection is called "Temprano y con sol", and students focus on reading strategies to help them comprehend this short story.

Students complete an oral assignment by choosing a topic that deals with an aspect of travel. They create an travel article for a newspaper.

## Chapter 7 – Art and Literature

Students are exposed to different places to view art and types of art in Hispanic locations. Students learn vocabulary about painting and sculpture. A second section of vocabulary presents literature by separating it into the novel, short story, and poetry.

Students continue their study of the subjunctive with the present perfect subjunctive, the pluperfect subjunctive and clauses with *if*, and adding *-mente* to an adjective to create an adverb.

The conversation presents a discussion about finding one's talent, whether it be in art, writing, or something else.

Students read about Diego Rivera and his famous murals. They read the poem entitled "No sé por qué piensas tú," written by the Cuban poet, Nicolás Guillén.

Students may choose a topic about art or literature to present orally. Students write a critique of a poem or work of art.

## Chapter 8 – Latinos in the United States and the Media

Students learn about large populated areas where Latinos reside such as: New York, Florida, Texas, and California. Vocabulary focuses on the media such as: television and the press.

Grammar presentation continues with the subjunctive and its use with "although", "whoever", and "wherever", shortened forms of adjectives, and special uses of the definite and indefinite article.

The conversation discusses the changes in media in modern day.

Students learn about Latinos in the U.S. in the cultural reading. They also read a poem entitled "A Julio de Burgos," which depicts a woman and how she acts in society.



The oral presentation allows the student the opportunity to interview a Latino in the community. The written assignment asks the students to create a time line of their life.

#### Chapter 9 – The History of Latin Food

Students learn about more Latino foods and their origins. They learn about spices, garden grown vegetables, meat, and preparation of food in the kitchen. The conversation deals with the origin of the tomato and the potato.

Students learn how to form and use the passive voice, relative pronouns, and expressions of time.

The cultural reading instructs the students about the history of food like tacos, tomatoes, spices, and Arab influences on Hispanic cooking. Students read another poetry selection by Pablo Neruda, entitled "Oda a la alcachofa."

Students select from various topics about food or about something that they have been doing for sometime to do an oral presentation. The written assignment requires the students to research a modern day Latino dish to eat that combines new and old world foods together.

#### Chapter 10 – Careers and Jobs

Students view different careers in a selection of places where Spanish-speaking people live. Students learn vocabulary about different professions. The vocabulary is used in the Conversation, which demonstrates someone looking for a job and how important it is to know more than one language. Students have to discuss what type of profession they would like to be trained for.

Students continue to learn about the subjunctive and its use with relative clauses, how to use para and por with expressions of time, with the infinitive, and other uses.

The cultural reading emphasizes the positive aspects of knowing more than one language, especially in finding employment. The literary selection is one of fiction entitled "Un día de éstos." Students learn about its author, García Márquez.

Students have a choice of different topics to speak about which relate to

professions. The writing assignment requires the student to prepare a resume.

Content covers the following national ACTFL standards for foreign language acquisition:

communication standards 1.2, 1.2, 1.3

cultures standards 2.1, 2.2,

connections with other disciplines 3.1, 3.2,

comparative insights into the nature of language and culture 4.1, 4.2,

communities - using language within and beyond the school setting 5.1, 5.2.

### \* **Key Assignments**

Students are expected to do the following:

complete the assigned exercises and activities in each chapter,

complete the assigned workbook pages that reinforce and apply new grammar concepts,

use the theme vocabulary and structures in conversation and writing,

use online technology to research topics studied in class, enhance study of geography, history and current events,

take practice quizzes to prepare for chapter assessment,

prepare oral presentation for each theme in the chapter studied,

prepare a written piece using grammatical structures and themed vocabulary

studied,

read literature in the target language, analyze and answer questions about it.

**\* Instructional Methods and/or Strategies**

Strategies and Instructional methods include:

a combination of speaking, listening, reading and writing skills taught to the students by example and teaching vocabulary and structure with pattern practice drills, demonstration, repetition, and replacement,

total physical response activities,

the use the audio CDs to enhance listening and speaking skills by completing additional exercises and drills at home,

the use of the teacher's edition which includes some of the following activities: the bellringer activity to review concepts as a warm-up, paired, group and recycling activities that encourage the students to process the information learned in other ways, tutorial activities are available for non-mastery students, a variety of activities and exercises to reach all types of learners: kinesthetic, visual and auditory,

teaching by using the photos in the text to engage the students in order to them a visual context to practice concepts,

the use of the Internet resources reinforce and practice concepts taught,

the use of video segments for each chapter provide students with additional opportunities to hear people using regional dialects and visually connect with the people of the hispanic culture and places they are studying.

**\* Assessment Methods and/or Tools**

Assessment tools will include but not be limited to:

quizzes and chapter tests, cultural research projects, and listening

comprehension evaluations.

Students complete an oral presentation and a written essay or project at the end of each chapter which is based on the theme of the chapter.

Students are encouraged to use various ways to enhance their spoken and written presentations such as: PowerPoints, original videos, arts and crafts, cooking, props for visual display, music, etc.



Send e-mail to: [hsupdate@ucop.edu](mailto:hsupdate@ucop.edu)

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