

## **Seneca High School Curriculum Guide: SPANISH III**

For the study of Foreign Language, Seneca High School has developed overarching core standards. These standards are derived from the ISBE Illinois State Standards and the Standards for Foreign Language Learning Preparing for the 21<sup>st</sup> Century. Each standard is also aligned with enduring understandings and essential questions related to the study of Foreign Language.

### **FOREIGN LANGUAGE Core Standards:**

1. Communications
2. Cultures and Comparisons
3. Connections and Communities

### **Enduring Understandings and Essential Questions**

The enduring understandings related to each strand are core concepts, principles and theories that serve as a focal point for instruction and assessment. The enduring understandings also help in the transferring of ideas to other relevant and related topics and inquiries in the study of Foreign Language.

The essential questions have been designed to assess student background knowledge, determine if students are mastering and applying the skills and core concepts related to the course and to promote further inquiry. The answers to these core questions should be supported with evidence from students through course content, classroom research, discussions, and experiences. These questions should be re-visited throughout the course to reinforce the key concepts and to help students develop a clear understanding of the topics.

### **Assessments**

In addition to regular assessments related to the individual class, assessments will be given across the department to monitor student mastery of the basic skills of each particular topic of study. Formative and Summative assessments will be given at throughout the year checking on performance and also assessments checking appropriate use of the language in project based oral performance presentations. Final exams each semester will also be given to students in Spanish 3.

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**Course of Study : Spanish Core Standard: Communication Level: 3**

Standards	Enduring Understandings	Essential Questions
21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	<ul style="list-style-type: none"> <li>•All of the following aspects of communication help to develop and reinforce an understanding and application of the target language:               <ul style="list-style-type: none"> <li>●Oral and written conversation (<b>Intrapersonal</b>)</li> <li>●Listening and reading to a variety of communication formats (<b>Interpretive</b>)</li> <li>●Presenting information (<b>Presentation</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits to being able to communicate in another language?</li> <li>• How are words, phrases &amp; sentences different and similar in English and the target language.</li> <li>• How well can a person interact with a native speaker in the target language?</li> <li>• How does one express preferences, feelings, emotions, and opinions in detail in the target language?</li> </ul>

Skills	Key Content
<ol style="list-style-type: none"> <li>1. The students will demonstrate a proficiency to communicate preferences, feelings, emotions and opinions in the foreign language.</li> <li>2. The students will apply knowledge of the target language to conversations with others and to the exchange of ideas.</li> <li>3. The students will be able to translate sentences and phrases from the foreign language to English and from English to the target language.</li> <li>4. Students will compare similarities and differences between various grammar elements of English and the target language.</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary knowledge on different topics</li> <li>2. Writing in various formats using correct grammatical structure &amp; vocabulary</li> <li>3. Reading of various types of materials such as short stories, poems &amp; news articles</li> <li>4. Listening activities that model correct grammar and pronunciation as well as word usage</li> <li>5. Speaking using correct grammatical structures, pronunciation &amp; work usage</li> <li>6. Emphasis on the following grammatical concepts: verb tenses with irregular forms, stem-changing forms &amp; spelling-change forms (present, imperfect, preterite, future, conditional, present perfect, pluperfect, future perfect, conditional perfect, present subjunctive, present perfect subjunctive); possessives, demonstratives, adjective agreement, comparatives, superlatives, object pronouns, formal &amp; informal commands, progressives, commands with “nosotros”</li> <li>7. Emphasis on the following word usage concepts: “gustar verbs”, ser &amp; estar; saber &amp; conocer, por &amp; para, reflexive verbs</li> </ol>

Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
Textbook <u>Realidades Level 3</u> Listening Workbook <u>Realidades Level 3</u> DVDs and CDs Yabla, Duolingo, YouTube Internet Sites	<ol style="list-style-type: none"> <li>1. Mini-lectures using relevant examples</li> <li>Modeling</li> <li>Practicing with other students in groups</li> <li>Textbook &amp; workbook activities</li> <li>Oral presentations</li> <li>Writing (using different forms)</li> <li>Listening activities</li> <li>Watching videos or DVDs</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary quizzes</li> <li>Grammar quizzes</li> <li>Unit Tests</li> <li>Exams</li> <li>Oral presentations (rubrics)</li> <li>Creative writing (rubrics)</li> <li>Special Projects such as keynote presentations</li> <li>Oral quizzes</li> </ol>

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**Course of Study : Spanish**

**Core Standard: Cultures and Comparisons Level: 3**

Standards	Enduring Understandings	Essential Questions
21 <sup>st</sup> Century: 2.1, 2.2, 4.1, 4.2  ISBE Goals: 29 A-E	<p>Cultural comparisons help one to understand the world by developing tolerance and appreciation of other cultures.</p> <p>Cultural comparisons help the students understand that language is a tool that can be used to communicate with others.</p>	<ol style="list-style-type: none"> <li>1. What is considered polite and/or impolite behavior in the two cultures?</li> <li>2. What are typical pastimes in the foreign culture? How are they similar or different from those in America?</li> <li>3. What celebrations do the two cultures share and which ones do they not share? What traditions have influenced the English-speaking world?</li> <li>4. Are there settlements and geographical evidence in the U.S. that point to the foreign country?</li> <li>5. How does the study of language help to improve global relations?</li> </ol>
Skills		Key Content
<ol style="list-style-type: none"> <li>1. The student will be able to use: greetings and farewells; and will be able to address people in the target language.</li> <li>2. The student will be able to accept and/or decline an invitation; how to order at a restaurant; how to buy at a store or market; how to give orders in the target language.</li> <li>3. The student will compare pastimes and leisure activities of the target language countries to those of the United States,</li> <li>4. The student will compare celebrations in the target cultures to those in the United States</li> <li>5. The student will realize that being able to communicate with others helps understanding them and their culture. This understanding will be conducive to the improvement of relations between cultures.</li> <li>6. Students will analyze how various cultures have influenced different parts of the United States.</li> <li>7. The students will evaluate how the study of a foreign language is beneficial to global relations.</li> </ol>		<ol style="list-style-type: none"> <li>1. Holidays &amp; celebrations in Hispanic cultures</li> <li>2. Geography of the various countries &amp; how it affects life &amp; customs</li> <li>3. Comparisons of past &amp; present leisure time activities</li> <li>4. Famous Hispanics including artists, performers, scientists, political figures, athletes, architects</li> <li>5. Environmental issues including national parks, pollution, etc.</li> <li>6. Various types of music</li> <li>7. Historical events which have influenced culture &amp; continue to do so</li> <li>8. Religious observations which affect both culture &amp; language</li> <li>9. Myths &amp; legends which shed light on the language &amp; culture</li> <li>10. Television</li> <li>11. Foods-both preparation &amp; customs surrounding</li> <li>12. Family Life</li> <li>13. Health &amp; Medicine</li> <li>14. The world of work and the customs surrounding it.</li> <li>15. Gestures associated with speaking and interacting with others.</li> </ol>
Resources/Text Correlation	Instructional Strategies/Best Practices	Key Criteria/Benchmarks for Success
Realidades textbooks, videos, workbooks, transparencies, Cds. Technology internet sites Newspaper and magazine articles	<ol style="list-style-type: none"> <li>1. Vocabulary associated with everyday activities.</li> <li>2. Affirmative Regular and Irregular Tú commands</li> <li>3. Readings about daily activities in the target language countries.</li> <li>4. Discussions of influences of the target culture in different parts of the United States.</li> <li>5. Study of different jobs where the target language is used (business, government, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Quizzes, Chapter tests, Unit tests at 4 and 13 weeks by Language Level, Midterm and Final</li> </ol>

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**Course of Study : Spanish**

**Core Standard: Connections and Community**

**Level: 3**

Standards	Enduring Understandings	Essential Questions
<p>21<sup>st</sup> Century: 3.1, 3.2, 5.1, 5.2 ISBE Goals: 30A and B</p>	<p>The study of language applies to many different content areas.</p>	<p>In what ways are the other subject areas in the curriculum affected by the study of a world language.</p>
Skills		Key Content
<p>The students will enhance, review or expand their knowledge in the following areas: English, Social Studies, Art, Technology, P.E., Math.</p> <p>In English, the students will compare and contrast their knowledge of English in the following areas with what they are learning in the target language.</p> <p>In grammar -The students will learn about or review the parts of speech, the concept of reflexive verbs, the verb tenses.</p> <p>In writing, the student will use and compare the writing mechanics of the two languages with respect to punctuation, capitalization, and the creation of compound sentences by using conjunctions.</p> <p>In reading, comprehension in both languages is developed by reading out loud, dramatizing what they read and answering questions about the excerpts used.</p> <p>In literature, students will compare literary movements and literary figures in the target language to English.</p> <p>Social Studies - Students will examine the geography, history, civilization, culture, historical figures, and music of the target language and will compare it with their own.</p> <p>Art - Students will evaluate art in the countries of the target language by getting acquainted with painters, musicians, artistic movements and indigenous art of the target culture and identify common characteristics and how they compare with the same elements in the English /American culture.</p> <p>Technology- Students will apply technology research skills to the study and review of the target language.</p> <p>Physical Education - Students will compare sports and recreation in other countries to their own.</p> <p>Mathematics - Students will know numbers 0 through the millions.</p>		<ol style="list-style-type: none"> <li>1. .Geography of the various countries including deserts, volcanoes, rain forests</li> <li>2. Comparisons of past &amp; present leisure time activities</li> <li>3. Famous Hispanics including performers, scientists, political figures, athletes, architects</li> <li>4. Environmental issues including national parks, pollution, etc.</li> <li>5. Various types of music</li> <li>6. Art forms, famous Hispanic artists</li> <li>7. Historical events which have influenced culture &amp; continue to do so</li> <li>8. Religious observations which affect both culture &amp; language</li> <li>9. Myths &amp; legends which shed light on the language &amp; culture</li> <li>10. Comparison of health practices including the use of herbal medicines, reading labels for nutritional value of food, etc.</li> <li>11. Constellations seen only from southern hemisphere</li> <li>12. Use of laptops for keynotes, notes, internet research</li> <li>13. Use of metric system with temperature, measurements, etc.</li> <li>14. Historical events in Hispanic cultures compared with events in the United States</li> </ol>

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<b>Resources/Text Correlation</b>	<b>Instructional Strategies/Best Practices</b>	<b>Key Criteria/Benchmarks for Success</b>
Textbook <u>Realidades Level 3</u> CDs/DVDs Internet Sites Yabla, Duolingo	Mini-lectures using relevant examples Textbook & supplemental readings Newspaper articles Listening activities Watching DVDs Activities using the laptop Singing Classroom discussions/BB blogging Writing activities	Grammar/Vocabulary quizzes Unit Tests Exams Oral presentations (rubrics) Creative writing (rubrics) Special Projects using laptop such as presentations

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
8-11 Days	Preview Unit	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Regular & Irregular Present "Gustar" Verbs Comparisons: Pastimes Celebrations Daily Activities Religious Obs. Possessive Adj. Reflexive Verbs Stem-changing V. Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Songs

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
8-11 Days	Unit 1; Part 1	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Preterite: Regular Irregular Spelling change Stem change Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Appreciation of other cultures Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Geography National Parks Constellations Desert-Atacama Songs

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
6-8 Days	Unit 1; Part 2	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Imperfect Tense Imperfect/Preterite Communication of Preferences Feelings Emotions Opinions Exchanging Ideas Appreciation of other cultures Sensitivity to diversity Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Math Olympics Sports/Athletes Songs Camino de Santiago Legend Volcanos Popocatepetl Iztaccihuatl



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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
11-13 Days	Unit 2	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Communication of: Preferences Feelings Emotions Opinions Grammar Concepts Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Performers Dances
2-3 Days		Sol y Viento	Listening comprehension Writing paragraphs Class discussion

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
16-18 Days	Unit 3	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Object Pronouns Formal Commands Informal Com. Subjunctive Regular Irregular Spelling Change Stem change Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Foods & Nutrition Medicinal Plants Physical Education Sport of Indigenous people-Pelota Health

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
10-12 days	Unit 4	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Subjunctive Uses Por vs. para Nosotros Commands Possessives Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Personal Relations Origin-Handshake Soap Operas Poetry/Poets

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
8-10 Days	Unit 5	21 <sup>st</sup> Century 1.1, 1.2, 1.3  ISBE Goals: 28 A, B, C, D	Present Perfect Pluperfect Present Perfect Subjunctive Demonstratives Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Poets/poetry Jobs-comparisons Famous Hispanic Americans Mayan Story

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
9-11 Days	Unit 6 +	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2  ISBE Goals: 28 A, B, C, D	Saber/conocer Future Tense Conditional tense Future Perfect Conditional Perfect Object Pronouns Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Technology Family Relations CHCI Architecture Story-Argentina
2-3 Days	REVIEW/ FINAL		REVIEW/FINAL

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
9-11 Days	Pop Culture	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2  ISBE Goals: 28 A, B, C, D	Exchanging Ideas Sharing information Assessing information Critiquing others Translation English vs. Spanish Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Technology: Internet research You Tube videos Power point presentations Making speaking clips on lap top
2-3 Days	REVIEW/ FINAL		REVIEW/FINAL

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# OF DAYS	UNIT	Standards	SKILL/KEY CONTENT
9-11 Days	Unit 7	21 <sup>st</sup> Century 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2  ISBE Goals: 28 A, B, C, D	Saber/conocer Future Tense Conditional tense Future Perfect Conditional Perfect Object Pronouns Communication of: Preferences Feelings Emotions Opinions Exchanging Ideas Translation English vs. Spanish   Appreciation of other culture Laptop use for: Notes/Research Practice with: Vocabulary Reading Writing Speaking Listening Artists & Works Technology Family Relations CHCI Architecture Story-Argentina
2-3 Days	REVIEW/ FINAL		REVIEW/FINAL

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***ILLINOIS ISBE STANDARDS FOR FOREIGN LANGUAGES***

**COMMUNICATION**

**COMPETENCY GOAL 28:** Use the target language to communicate within and beyond the classroom setting.

- A) Understand oral communications in the target language
- B) Interact in the target language in various settings
- C) Understand written passages in the target language
- D) Use the target language to present information, concepts and ideas for a variety of purposes to different audiences.

**CULTURE AND GEOGRAPHY**

**COMPETENCY GOAL 29:** Use the target language to develop an understanding of the customs, arts, literature, history and geography associated with the target language.

- A) Understand manners and customs of various target language societies.
- B) Understand music, dance, folk art, visual art, drama, and architecture related to the target language societies.
- C) Understand literature and various media of target language societies.
- D) Understand history of areas the target language is spoken.
- E) Understand geography of the various target language societies.

**CONNECTIONS AND APPLICATION**

**COMPETENCY GOAL 30:** Use the target language to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

- A) Use the target language to reinforce and further knowledge of other disciplines.
- B) Use the target language to demonstrate knowledge and understanding of a variety of career options.



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***STANDARDS FOR FOREIGN LANGUAGE LEARNING: Preparing for the 21<sup>st</sup> Century***

***COMMUNICATION: Communicate in Languages Other than English***

**Standard 1.1:** Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

**Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

***CULTURES: Gain Knowledge and Understanding of Other Cultures***

**Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

***CONNECTIONS: Connect with Other Disciplines and Acquire Information***

**Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

***COMPARISONS: Develop Insight into the Nature of Language and Culture***

**Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2:** Students demonstrate and understanding of the concept of culture through comparisons of the cultures studied and their own.

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**COMMUNITIES:** *Participate in Multilingual Communities at Home & Around the World*

**Standard 5.1:** Students use the language both within and beyond the school setting.

**Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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