

Masconomet Regional High School Curriculum Guide

Course Title: Spanish III Honors

Course Number: 4361

Department: Foreign Languages

Grade Level and Phase: 10
Honors

Length of Course: Year

Course Description:

Spanish III H is a continuation of the Spanish II H program. After reviewing the material learned in Spanish II H, students will complete the Foundation Course in Spanish textbook, continuing their study of the indicative mood tenses and expanding their vocabulary. Then, students will begin the study of the subjunctive mood, stressing its usage in conversation. Students will do outside reading from a variety of sources and will learn to read for meaning without translating. They will do frequently translations and write on different topics in composition journals. The language of instruction is Spanish, so it will be spoken at all times by the students and by the teacher. Students will work in the language laboratory to further develop their listening comprehension and speaking skills.

Objectives:

The student will be able to:

- A. read short stories in Spanish.
- B. write compositions and summarize short stories in Spanish.
- C. improve and enlarge their vocabulary.
- D. converse in Spanish within the limits of his vocabulary
- E. show an understanding of the differences between Hispanic and American culture
- F. completely review all previously learned aspects of Spanish grammar.

These objectives support the following **Learning Expectations from the Masconomet High School Mission Statement: A1, A3, A4, S1, C2**

Materials and Activities

Materials and Activities:

- A. Class discussion of daily new items and pressing current events is used to practice and build active vocabulary.
- B. Cultural videos and movies are watched and discussed, enriching vocabulary and knowledge of the Spanish-speaking world.
- C. Individual oral presentations and class discussion of daily new items and current events are used to practice and build active vocabulary.
- D. Teacher presentations are used to present structure, grammar, and cultural information.
- E. Pair and group activities engage students in important practice and drill of material
- F. Written exercises allow students to make and correct errors before formal assessments.
- G. Projects provide students with a creative way of demonstrating that they have attained skills and/or met curricular goals
- H. Regular visits to the language laboratory provide opportunities to attain greater listening and speaking skills.
- I. Reading short stories, articles or pieces of literature teach strategies for reading authentic materials.
- J. Texts:
 - Houghton Mifflin's Foundation Course in Spanish textbook and workbook
 - Reading assignments from a variety of sources
 - Various cultural videos including "Butterfly"

Learning activities include but are not limited to:

Reading authentic and adapted materials
Describing people, places and things
Classroom discussion
Identifying distinctive cultural aspects
Comparing linguistic characteristics
Cooperative group work
Student presentations
Internet and library research

Film study
Learning games
Grammar study
Vocabulary work
Journal writing
Portfolio building
Literature circles
Writing a variety of compositions
Listening
Conversing with speakers
Asking and responding to questions
Obtaining geographical information
Interacting appropriately in social and cultural activities
Studying literature in context
Writing reviews

Each of these learning activities supports the **Massachusetts Foreign Languages Language Arts Curriculum Framework.**

Scope and Sequence:

First Quarter

- Review grammar lessons 1-13
- Lesson 14 - past participle, present perfect and pluperfect; hace meaning ago; verb: oír
- Lesson 15 - future tense, conditional tense, future perfect tense, conditional tense; verb: jugar

Second Quarter

- Lesson 16 - stem changing “ir” verbs; familiar commands, irregular comparisons of inequality; comparisons of equality
- Lesson 17 - present subjunctive, irregular verbs, subjunctive vs. indicative mood
- Lesson 18 - present subjunctive irregular verbs; subjunctive in noun clauses with verbs of emotion or uncertainty

Third Quarter

- Lesson 19 - subjunctive in noun clauses with impersonal expressions, subjunctive in adjective clauses; hacer expressions
- Lesson 20 - irregular verbs ending in ger, gir, iar, and uar; subjunctive in adverbial clauses; possessive pronouns; quien, lo que; pero and sino
- Lesson 21 - imperfect subjunctive, pluperfect subjunctive; si clauses; verb: valer

Fourth Quarter

Lesson 22 - familiar plural commands; passive voice, reflexive verbs, verbs ending in -uir; para, por

Assessment:

Students will be evaluated on the completion and quality of daily homework assignments and on their participation in class. Quizzes will be given frequently on individual grammar points and vocabulary lists. In addition, unannounced vocabulary quizzes may be given at any time. Oral presentations, language laboratory work and the commitment to speaking Spanish in class will also be graded and figured into the quarterly grade. Students will take a unit test at the end of each chapter and may take a summative test in grammar and vocabulary before the end of first and third quarters. There will be a mid year exam on material covered during the first semester and a final exam testing what is learned in the second semester. Students are expected to complete homework responsibly and study at least 30 minutes each day to be successful in this course.