

COMMUNITY UNIT SCHOOL DISTRICT 200

Spanish 3 High School Advanced Level – Two Semesters Elective

1. Subject Expectation (State Goal 28) The student will use Spanish to communicate within and beyond the classroom setting.

Essential Learning 1 (Learning Standard A)	Understand oral communications in Spanish
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| Critical Content | 28.A.2a | a. | comprehend illustrated stories, audio-visual programs or websites |
| | * | | <ul style="list-style-type: none">demonstrate understanding of short, simple narratives, conversations or oral presentations with assistance from resources within developmentally appropriate material.demonstrate understanding of narratives, conversations, aural presentations, and video<ul style="list-style-type: none">retelldramatizeillustrate |
| | 28.A.3a | b. | comprehend main messages of simple oral and audio presentations with assistance from resources <ul style="list-style-type: none">glossaries, guided questions, outlines, Writing, Audio, Video and Activities workbook |
| | 28. A.4 | c. | comprehend details of oral and audio presentations unsupported by visual aids |

Essential Learning 2 (Learning Standard B)	Interact in Spanish in various settings
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| Critical Content | 28.B.3a | a. | respond to open-ended questions and initiate communications in various situations <ul style="list-style-type: none">recombine familiar elements of acquired language to produce original responses to questions in Spanish |
| | 28.B.3b | b. | produce language with improved pronunciation, information and inflection |
| | * | | <ul style="list-style-type: none">formulate questions spontaneously in a greater variety of contextsinitiate conversation about familiar topicsread out loud in Spanish |

- use more complex words, phrases and sentences to demonstrate comprehension
- participate in oral presentations (directed and impromptu) in Spanish
- engage in directed partner activities
- create questions and responses utilizing vocabulary
- perform skits, monologues, and dialogues

**Essential Learning 3
(Learning Standard C)**

Understand written passages in Spanish

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| Critical Content | 28.C.3a | a. | comprehend the main message of a variety of written materials with the help of resources to expand vocabulary <ul style="list-style-type: none"> • dictionary, software, internet, email |
| | 28.C.2b | b. | decode new vocabulary using contextual clues, cognates, and drawing on words and phrases from prior lessons <ul style="list-style-type: none"> • identify word use, phrasing, and sentence structure (e.g. idioms, false cognates, word order) in Spanish • recognize, understand, and categorize vocabulary by thematic units • infer meaning using contextual clues and drawing on known roots, words and phrases |
| | 28.C.3b | c. | compare word use, phrasing and sentence structures of Spanish with those used in English |

**Essential Learning 4
(Learning Standard D)**

Use Spanish to present information, concepts and ideas for a variety of purposes to different audiences

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| Critical Content | 28.D.3a | a. | write compositions and reports with a specific focus, supporting details, logical sequence and conclusion <ul style="list-style-type: none"> • use known vocabulary and grammatical structures to write a developmentally appropriate paper |
| | 28.D.3b | b. | present findings from research on unfamiliar topics |
| | 28.D.2c | c. | write and present an original production using known vocabulary and grammatical structures <ul style="list-style-type: none"> • skits • dialogues • interviews |

**2. Subject Expectation
(State Goal 29)**

The student will use Spanish to develop an understanding of the customs, arts, literature, history and geography associated with Spanish.

**Essential Learning 1
(Learning Standard A)**

Understand manners and customs of various Spanish societies

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| Critical Content | 29.A.3 | a. | demonstrate selected customs, manners, and traditions in societies associated with Spanish |
| | * | | <ul style="list-style-type: none"> • demonstrate a wider range of culturally authentic |

- activities following Spanish instructions
- role play situations that demonstrate knowledge of activities popular in Spanish cultures
 - customs
 - leisure time
 - holiday practices
- describe some specific social practices that occur in both the U.S and in the Spanish culture
- exhibit knowledge of selected social practices that differ from those in the U.S.
 - volunteer activities
 - living preferences
 - work experiences
 - art history
 - past influences

Essential Learning 2 (Learning Standard B)	Understand music, dance, folk art, visual art, drama and architecture related to Spanish societies
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| Critical Content | 29.B.3a | a. identify and explain ideas and themes expressed in selected works of art associated with Spanish |
| | 29.B.3b | b. understand and use the essential Spanish vocabulary referring to tools, processes and products in one of more of the art forms <ul style="list-style-type: none"> * • explain themes of selected art form * • compare themes in selected works of art that are representative of various areas where Spanish is spoken * • explain the cultural and historical significance of a characteristic art form from a country where Spanish is spoken |

Essential Learning 3 (Learning Standard C)	Understand literature and various media of Spanish societies
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| Critical Content | 29.C.3a | a. read, discuss and write about themes and settings of selected materials in Spanish with assistance of glossaries, guided questions or outlines <ul style="list-style-type: none"> • short stories • La Catrina series • magazines |
| | 29.C.3c | b. create simple print and /or non-print media messages in Spanish modeled on media examples <ul style="list-style-type: none"> * • posters * • brochures * • Web sites |

Essential Learning 4 (Learning Standard D)	Understand history of areas where Spanish is spoken
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- Critical Content 29.D.2 a. identify historical concepts, events and trends
- discuss important historical and contemporary figures and their significance to Spanish culture
 - discuss the existence and disappearance of the Mayan culture

Essential Learning 5 (Learning Standard E)	Understand geography of various Spanish societies
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- Critical Content 29.E.3 a. describe geographical aspects of areas where Spanish is spoken

3. Subject Expectation (State Goal 30) The student will use Spanish to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

Essential Learning 1 (Learning Standard A)	Use Spanish to reinforce and further knowledge of other disciplines
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- Critical Content 30.A.3a a. identify differing systems of trade and exchange in a Spanish country
- bartering
 - bargaining
 - exchange rates
- 30.A.3d b. use Spanish to identify diet, nutrition, and physical fitness issues in where Spanish is spoken

Essential Learning 2 (Learning Standard B)	Use Spanish to demonstrate knowledge and understanding of a variety of career options
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- Critical Content 30.B.3a a. use Spanish to identify and describe occupations unique to areas where Spanish is spoken
- present information about specific careers in which Spanish can be used