

Saddlebrook Preparatory School

COURSE DESCRIPTION - GRADES 9-12

Subject Area: Foreign Languages

Course Number: 0708360

Course Title: Spanish III

Credit: 1.0

A. Major Concepts/Content. The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- communication patterns of languages
- Spanish language usage within and beyond the school setting

B. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course.

After successfully completing this course, the student will:

1. Engage in conversation in Spanish to express feelings and ideas and exchange opinions.

- recognize and appropriately use oral syntax (grouping of words into sentences and phrases) and inflection in spoken target language.
- exchange information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests).
- interact with fluent native or neo-native users of the target language, with sufficient skill to gather information necessary for a simple project.
- (**Note:** The teacher of a Level III or above foreign language course may be considered a near-native speaker of the language.)
- interact in the target language in a number of true-life

situations chosen from a variety of contexts (e.g., asking for information).

- rephrase and use indirect expressions to communicate a message in the target language.

2. Demonstrate understanding of spoken and written Spanish on a variety of topics.

- recognize the multiple ways in which an idea may be expressed in the target language and use them appropriately.
- comprehend and interpret the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements).
- formulate and answer questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections.

3. Present information and ideas to an audience through speaking and writing in Spanish.

- write various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).
- provide information in spoken and written form on a variety of topics of personal, academic, and cultural interest (e.g., descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).
- effectively communicate orally in the target language regarding a past, present, or future event.
- communicate in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

4. Demonstrate understanding of social interaction patterns within Spanish culture(s) through participation in cultural activities.

- recognize simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family, and immediate community).
- identify and discuss various aspects of the target
- know various expressive forms of the target culture such as popular music.
- interact in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.
- identify and discuss various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture.

5. Apply knowledge of Spanish language and culture(s) to further knowledge of other disciplines.

- use information from a story being studied in the target language and connect elements from the story (e.g., color symbolism, geographic setting, and genre characteristics) to similar life situations.
- restate and share information acquired from written texts in the context of a group discussion.
- use films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.
- use target-language skills to obtain information and perspectives from speakers of the target language.

6. Analyze and use different patterns of communication and social interaction appropriate to the setting.

- understand how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.
- identify and use typical patterns of communication in the

target language (e.g., cognates and syntax variations) both orally and in written form.

- know elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.
- understand cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, “coming of age” celebrations, and recreational gatherings).
- recognize the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture understand selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.

7. Demonstrate knowledge of use of the Spanish language within and beyond the school setting.

- information about possible employment opportunities.
- understand that knowing more than one language allows people to function effectively in multilingual communities.
- know the benefits that being able to communicate in more than one language can have on one’s career.