

Pequannock Township School District

Curriculum Syllabus

Spanish III & III Honors - Grades 10 - 12

Course Description:

This course will build upon and expand knowledge of the target language acquired in the first two years of study. Previously presented material will be reviewed. Vocabulary for diverse situations will be presented and applied. Needed skills in the areas of reading and writing in the target language will be reinforced. The use of technology and various forms of media will be integrated into the curriculum throughout the course. Cross cultural understanding is a major objective and an essential ingredient to basic language competency and is introduced through the use of media, games, adapted readings and class discussions. A variety of strategies and multiple resources are employed to introduce students to Hispanic values and practices. Student performance and progress will be monitored and measured through a variety of assessment tools including, but not restricted to, traditional tests and quizzes, and individual and group projects .

Course Standards:

NJSLS - Intermediate-Low Standards

Interpretive Mode - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Interpersonal Mode - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

Presentational Mode -

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.
7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Scope and Sequence

Unit 1: Bienvenidos al Espanol 3 Asi somos	MP 1
Unit 2: El Mundo es Nuestro	MP 1
Unit 3: Celebracion de mi mundo	MP 2

Unit 4: Un future brillante	MP 2-3
Unit 5: Arte en Espana y las Americas	MP 3-4
Unit 6: Ya llego el Futuro	MP 4

Assessments

Evaluation of student achievement in this course will be based on the following:

-Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

Curriculum Resources

- **thisislanguaje.com**
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**
Team vocabulary practice game used in class
- **Google Classroom**
Where teacher posts activities, assessments, and study resources.
- **Quizizz**
Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.
- **Google Classroom-**
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**
With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.

