

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Spanish 3

<b>Board Approval Date: January 20, 2022</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 10, 11, 12</b>	<b>Subject Area: Elective Elective Area (if applicable): World Language</b>
<b>Prerequisite(s): Spanish 1 and 2</b>	<b>Corequisite(s): N/A</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue 'A-G' College Prep Status: Yes</b>	
<b>A-G Course Identifier: (e) Language other than English</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: District Course Program (if applicable):</b>	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the <b>Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a></b> (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 95742, 916-294-9000 ext.104625</p>	

### COURSE DESCRIPTION:

Spanish III builds on concepts learned in levels 1 and 2 and is designed to provide the advanced Spanish students the opportunity to perfect their reading, writing, listening, and speaking skills. In Spanish III, students build upon the skills and knowledge they acquired in Spanish I and II. The course presents new vocabulary and grammatical concepts in context while providing students with ample opportunities to review and expand upon the material they have learned previously. Students read and listen to authentic materials from newspapers, magazines, and television. The content is focused on contemporary and relevant topics such as urbanization and population growth in Latin American

countries, global health concerns, jobs of the future, and scientific advancements. The materials engage students as they improve their command of Spanish. Students review the formation and use of regular and irregular verbs in the present and future tenses, as well as the use of reflexive particles and infinitives. They also expand their understanding of noun and adjective agreement, the comparative and superlative degree of adjectives, and the placement and use of direct and indirect objects and pronouns. Students expand their vocabulary through exposure to word roots and families, popular slang, the correct use of words that are often confused for one another, and review of concepts such as proper placement of accents and stress. Presentation of new materials is always followed by several interactive, online exercises, allowing students to master the material as they learn it. Teacher-scored activities provide students with opportunities to use their new Spanish skills both orally and in writing. Discussion activities allow students to interact with their peers in the target language. This course is built to the American Council on the Teaching of Foreign Languages (ACTFL) standards.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Me and Mine</b>	*Cultural information on Argentina, Guanajuato *Comparisons and descriptions *Irregular verb forms Possessive adjectives	*Quizzes *Journals *Reading practice *Discussion activities	*Unit Test
<b>2. The Creative Process</b>	*Present Perfect Tense *Chicana *Literature/Spanish artists *Accepting and sending invitations	*Quizzes *Journals *Discussion activities *Reading Practice	*Unit Test
<b>3. Big Wide World</b>	*Ecuador *Farming *Environmental issues in the world *Romance language and grammatical structure	*Quizzes *Journals *Discussion activities *Reading Practice	*Unit Test
<b>4. Performing Arts</b>	*Bolivia, Costa Rica *Present subjunctive *Cinema, television, radio and theater vocabulary and related written exercises	*Quizzes *Journals *Discussion activities *Reading Practice	*Unit Test

<b>5. Self-Awareness</b>	<ul style="list-style-type: none"> <li>*Adjective agreement and placement</li> <li>*Description of self and area around you.</li> <li>*Conversations with friends</li> <li>*Double object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Journals</li> <li>*Discussion activities</li> <li>*Reading Practice</li> </ul>	*Unit Test
<b>6. Work and Community</b>	<ul style="list-style-type: none"> <li>*Jobs, careers</li> <li>*Use of accent</li> <li>*Use of the passive voice</li> <li>*Future tense- irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>*Quizzes</li> <li>*Journals</li> <li>*Discussion activities</li> <li>*Reading Practice</li> </ul>	*Unit Test

APEX Units 4 & 8: Semester Review and Finals

**ESSENTIAL STANDARDS:**

World Language Standards are addressed in each unit.  
Cultural information on Argentina, Guanajuato, Ecuador, Bolivia, Costa Rica  
Comparisons and descriptions  
Irregular verb forms  
Possessive adjectives  
Present Perfect Tense  
Chicana Literature/Spanish artists  
Accepting and sending invitations  
Farming  
Environmental issues in the world  
Romance language and grammatical structure  
Present subjunctive  
Cinema, television, radio and theater- vocabulary and related written exercises  
Adjective agreement and placement  
Description of self and area around you.  
Conversations with friends  
Double object pronouns  
Jobs, careers  
Use of accent  
Use of the passive voice  
Future tense- irregular verbs

**RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

**Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

**Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/>

**Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/wlstandards.pdf>

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

ACTFL World Readiness Standards for Learning Languages: [www.actfl.org](http://www.actfl.org).

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>APEX: Spanish 3</i>		APEX		<i>2019</i>

**Other Resource Materials**

N/A

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A