

**SPANISH III
GRADES 9-12**

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue to develop their competency using all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Spanish II

OPTIONS FOR NEXT COURSE

Spanish IV

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Latin I (Grades 6-12), German I, Japanese I (Grades 7-12) or Russian (Grades 9-12)

REQUIRED STUDENT TEXTBOOK

Realidades 2 (Prentice Hall, 2004)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

SPANISH III

GOAL 1 – COMMUNICATION

Communicate in Spanish *

Standards

Interpersonal Mode (IP)

1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretative Mode (IR)

1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode (P)

1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

SIII.1.IP: Communication: Interpersonal

- Initiate and sustain communication in Spanish on a variety of topics.
- Exchange information in Spanish to express and support opinions.
- Exchange information in Spanish to recommend solutions for problematic situations.
- Exchange level-appropriate information in Spanish using available technology.

SIII.1.IR: Communication: Interpretive

- Select in Spanish specific details from a sequence of events using authentic materials and other resources.
- Infer in Spanish meaning of new information through its use in context.

SIII.1.P: Communication: Presentational

- Analyze in Spanish situations that include the sequence of events.
- Present unrehearsed information in Spanish to solve problems as well as express and support opinions.
- Present in Spanish level-appropriate information using available technology.

GOAL 2 – CULTURES

Gain Knowledge and Understanding of the Cultures of the Spanish-Speaking World *

Standards

2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of the cultures studied.

2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

SIII.2.IP: Cultures: Interpersonal

- Ask and answer questions in Spanish to analyze topic-appropriate practices and perspectives of Spanish-speaking cultures.

SIII.2.IR: Cultures: Interpretive

- Identify in Spanish topic-appropriate practices and perspectives of Spanish-speaking cultures from authentic materials and other resources.

SIII.2.P: Cultures: Presentational

- Predict in Spanish changes in products, practices, and perspectives within Spanish-speaking cultures.

GOAL 3 – CONNECTIONS

Use Spanish to Connect with Other Disciplines and Expand Knowledge *

Standards

3.1 Students reinforce and expand their knowledge of other disciplines through the study of Spanish.

3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Spanish and its cultures.

SIII.3.IP: Connections: Interpersonal

- Ask and answer questions in Spanish to discover connections between content and concepts learned in other subject areas and those learned in Spanish.

SIII.3.IR: Connections: Interpretive

- Identify in Spanish connections between content and concepts learned in other subject areas and those learned in Spanish from authentic materials and other resources.

SIII.3.P: Connections: Presentational

- Draw parallels in Spanish between content and concepts learned in other subject areas and those learned in Spanish.

GOAL 4 – COMPARISONS

Develop Insight through Spanish into the Nature of Language and Culture *

Standards

4.1 Students demonstrate understanding of the nature of language through comparisons of Spanish and their own language.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the Spanish-speaking cultures studied and their own culture.

SIII.4.IP: Comparisons: Interpersonal

- Ask and answer questions in Spanish to gain information about societal differences between Spanish-speaking cultures and their own cultures.

SIII.4.IR: Comparisons: Interpretive

- Recognize societal differences between Spanish-speaking cultures and their own culture.
- Identify expressions in Spanish that communicate societal differences.

SIII.4.P: Comparisons: Presentational

- Compare in Spanish societal differences in Spanish-speaking cultures and their own culture.

GOAL 5 – COMMUNITIES

Use Spanish to Participate in Multilingual Communities at Home and Around the World *

Standards

- 5.1 Students use Spanish for meaningful purposes both within and beyond the school setting.
- 5.2 Students explore opportunities to use Spanish for personal growth and career goals at home and abroad.

SIII.5.IP: Communities: Interpersonal

- Exchange information in Spanish about the use of Spanish by international organizations.

SIII.5.IR: Communities: Interpretive

- Identify international organizations that conduct transactions in Spanish.

SIII.5.P: Communities: Presentational

- Summarize in Spanish information on international organizations that conduct transactions in Spanish.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

2512 George Mason Drive P.O. Box 6038

Virginia Beach, VA 23456-0038

The Virginia Beach City Public Schools prohibits discrimination on the basis of race, color, religion, sex, ethnicity, national origin, age, disability, pregnancy and childbirth, or marital status. School Board policies and supporting regulation (Policies 2-33, 4-4, 5-7, and 6-7 and Regulation 5-44.1) provide equal access to courses, programs, counseling services, physical education and athletics, vocational education, instructional materials, and extracurricular activities. Violations of these policies should be reported to the Director of Student Leadership at (757) 263-2020 or the Assistant Superintendent of Human Resources at (757) 263-1133.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Curriculum and Instruction, Director of Secondary Instructional Services, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038, Telephone (757) 263-1070 or (757) 263-1429, fax (757) 263-1412.