

SPANISH III

ONE YEAR

WORLD LANGUAGE DEPARTMENT

RUTHERFORD HIGH SCHOOL

SPRING 1997

PURPOSE

We continue to use an integrated approach to language learning from the introduction of new material, through reinforcement, evaluation and review. The presentations, exercises, and activities are designed to span all four language skills. Another characteristic of the course is that the students use and reinforce these new skills while developing a realistic, up-to-date awareness of Spanish culture.

This course is designed to meet the needs of students (10, 11, 12) who are interested in continuing with an advanced study of Spanish language, culture, and literature.

STUDENT OUTCOMES

Student outcomes are based on the New Jersey Core Curriculum Content Standards in World Languages (grades 9-12 Standards 7.1 and 7.2).

Students will be able to:

1. communicate and interact in a limited range of task-oriented and social situations.
2. respond to statements and initiate and sustain conversations with increasing linguistic accuracy.
3. understand sustained conversation on a number of topics.
4. comprehend fluent speakers in everyday situations.
5. communicate orally with increasing logic and accuracy.
6. research language-related employment.
7. identify common and distinct features, such as grammatical structures, among languages.
8. recognize and understand verbal and nonverbal cues within a culture.
9. explore and discuss similarities and differences among various cultures.
10. explore and discuss representative works of diverse cultures in many fields of endeavor.
11. analyze interrelationships between the language and the culture of a given group of people, as evidenced in their literary works and communications, as well as in their political, economic, and religious structures.
12. use technology to enhance language acquisition and to acquire cultural information in order to develop more accurate impressions of the culture studied.

COURSE OUTLINE - SPANISH III

I. INTRODUCTION

Because of the wealth and breadth of the material presented in the text, in this course the students will study four of the following units. The units will be chosen by the students according to the interest of the group.

II. Chapter 1: *Los viajes*

OBJECTIVES: The students will:

1. learn about the travel habits of people in the Hispanic world
2. learn how to make and cancel plane or train reservations
3. review how to get the information they need in different travel situations
4. review how to describe completed actions in the past
5. read and discuss newspaper articles about Mexico City, trains in Spain, and the weather
6. review how to talk about actions that may or may not take place; and how to express opinions, wishes, preferences, and commands
7. review how to talk about specific things
8. read and discuss the following literary works: "*Al partir*" by Gertrudis Gómez de Avellaneda, "*El viaje definitivo*" by Juan Ramón Jiménez, and "*Turismo y cultura*" by Héctor Velarde.

A. Vocabulary

1. Topics
 - a. Topographical Formations
 - b. Transportation
 - c. Souvenirs
 - d. Weather

B. Cultural Readings

1. *Lugares de interés turístico*
 - a. Topic: General vacation spots and activities, the beach, mountains, camping, archeological and historical sites.
2. *El turismo*
 - a. Topic: Spanish-speaking countries as tourist destinations and the travel habits and vacation preferences of Spanish-speaking peoples.

C. Conversation - *Un vuelo anulado*

1. Topic: Missing a flight forces the traveler to make other plans.

D. Language - *De viaje*

1. Topic: Using real-life expressions needed in all types of travel situations.

E. Structure

1. Review the preterite tense
2. Review the present subjunctive
 - a. formation
 - b. use
 - 1.) talking about actions that may or may not take place
 - 2.) expressing options
 - 3.) expressing wishes, preferences and commands
3. Feminine nouns beginning with an stressed a or ha

F. Articles

1. "*San Ángel: un oasis capitalino*"
 - a. Topic: Mexico City and the market of San Ángel
2. "*El AVE*"
 - a. Topic: The high speed trains in Spain
3. "*El tiempo*"
 - a. Topic: The weather forecast

G. Literature

1. "*¡Al partir!*" by Gertrudis Gómez de Avellaneda
 - a. Topic: Sonnet about the poet's leaving her native Cuba
2. "*El viaje definitivo*" by Juan Ramón Jiménez
 - a. Topic: Poem about the ultimate trip, death
3. "*Turismo y cultura*" by Héctor Valarde
 - a. Topic: Satire on traveling

H. Chapter Resources

1. Workbook
2. Student Tape Manual
3. Audio Cassette I
4. Vocabulary Transparencies
5. Bell Ringer Review - Blackline Masters
6. Communication Activities Masters
7. Situation Cards
8. Computer Software: Practice and Test Generator

I. Evaluation

1. Chapter Quizzes
2. Tests - Listening Comprehension, Reading and Writing, Proficiency, Speaking
3. Homework and Optional Projects

III. Chapter 2: *Rutinas*

OBJECTIVES: The students will:

1. learn some contrasts in life-styles and daily routines of people in the rural and urban areas of Latin America
2. learn how to extend, and accept or refuse invitations
3. review the formation and uses of the imperfect tense
4. review the contrast between the uses of the preterite and imperfect tenses
5. review the use of the present subjunctive after verbs and expressions of doubt, will desire, advice, suggestion, and emotion
6. read and discuss magazine articles about Hispanic teens, with particular focus on education and the military service
7. read and analyze works by two twentieth-century writers; poet Nicanor Parra and anthropologist Esperanza Molina Cubillo

A. Vocabulary

1. Topics

- a. Urban and rural daily activities including animals, agriculture, construction, and education
- b. Inviting someone to a restaurant, sporting event, and theater
- c. Military Service
- d. Cooking and foods

B. Cultural Readings

1. *La vida diaria*

- a. Topic: Comparing urban and rural daily life.

2. *Dos jóvenes: Débora e Hipólito*

- b. Topic: Comparing the life-styles of Débora, a Puerto Rican teenager, with Hipólito, a Bolivian teenager.

C. Conversation

1. *Planes para hoy*

- a. Topic: At the breakfast table, a Spanish family discusses their plans for the day.

D. Language

1. *Ofreciendo comida*

- a. Topic: Expressions offering someone food and their acceptance or refusal.

2. *Para invitar*

- a. Topic: Expressions for inviting someone out and their acceptance or refusal.

E. Structure

1. Review the imperfect tense
2. Review the uses of the imperfect and preterite tenses
3. The subjunctive
 - a. expressing doubt or uncertainty
 - b. giving advice and making suggestions
 - c. expressing emotions

F. Articles

1. *“Cuatro españolas a la guerra de Bosnia”*
 - a. Topic: Four Spanish women are sent to Bosnia as part of the United Nations forces
2. *“Al día carteras”*
 - a. Topic: The bitter-sweet emotions of the first day of school

G. Literature

1. *“Sueños”* by Nicanor Parra
 - a. Topic: Surrealistic poem about dreams
2. *“Comidas y bebidas”* by Esperanza Molina Cubillo from Los atras medrileñor:El Pozo del Tío Ramimundo
 - a. Topic: The dining customs of Spain

H. Chapter Resources

1. Workbook
2. Student Tape Manual
3. Audio Cassette 2
4. Vocabulary Transparencies
5. Bell Ringer Review Blackline Masters
6. Communication Activity Masters
7. Situation Cards
8. Computer Software: Practice and Test Generator

I. Evaluation

1. Chapter Quizzes
2. Tests - Listening Comprehension, Reading and Writing, Proficiency, Speaking
3. Homework and Optional Projects

IV. Chapter 3: *Pasatiempos*

OBJECTIVES: The students will:

1. learn what leisure activities are popular with Spanish-speaking people
2. learn to talk about the leisure activities they enjoy
3. learn to express opinions in both formal and colloquial language
4. review the special verbs requiring indirect objects, the uses of *ser* and *estar*, and the imperative.
5. read a magazine article about windsurfing
6. learn to express the idea of length of time with *hacer*
7. learn the formation and use of the past subjunctive
8. learn to express the idea of having just done something with *acabar de*
9. read and analyze the poetic song "Adiós muchachos" and an excerpt from a play by Miguel Mihura

A. Vocabulary

1. Topics

- a. Parades, dancing, musical instruments, the Feast of San Fermin, Carnaval
- b. Theater
- c. Sports

B. Cultural Readings

1. *El tiempo libre*

- a. Topic: Spending leisure time depends on one's interests

2. *Algunos pasatiempos*

- a. Topic: Some "fiestas" are discussed including the running of the bulls in Pamplona and Carnaval in Latin America

C. Conversation

1. *El teatro*

- a. Topic: Andrés and Mara discuss going to see the play Don Juan Tenorio.

D. Language

1. *Los gustos e intereses*

- a. Topic: Expressions of likes and interests

2. *Antipatías*

- a. Topic: Expressions of dislike and displeasure

3. *Falta de interés o aburrimiento*

- a. Topic: Expressions of lack of interest or boredom

E. Structure

1. Special verbs that use the indirect object.
 - a. Expressing surprise, interest, and annoyance
 - b. Expressing what you like or need
2. *Ser* and *estar*
 - a. Distinguishing between characteristics and conditions
 - b. Special uses
 - c. Origin and ownership
3. Commands
 - a. Formal and Familiar
 - b. Singular and Plural
 - c. Affirmative and Negative
4. *Hace* and *hacia*
 - a. Expressing duration of time
5. *Acabar de*
 - a. To have just done something
6. Imperfect Subjunctive
 - a. Formation
 - b. Uses
 - 1.) Expressing emotions and opinions about past events
7. The Subjunctive
 - a. Expressing whoever, whatever, whenever, wherever, and however
 - b. Expressing the known and unknown (definite and indefinite antecedents)

F. Articles

1. "*Windsurf: agua, aire ¡ y diversión!*"
 - a. Topic: Windsurfing

G. Literature

1. "*Adios muchachos*"
 - a. Topic: The tango and the lyrics to one of the most popular ones.
2. *Mi adorado Juan* by Miguel Mihura
 - a. Topic: This scene from the play discusses Irene's friend, Juan, and why her father does not like him.

H. Chapter Resources

1. Workbook
2. Student Tape Manual
3. Audio Cassette 3
4. Vocabulary Transparencies
5. Bell Ringer Review - Blackline Masters
6. Communication Activities Masters
7. Situation Cards
8. Computer Software: Practice and Test Generator

I. Evaluation

1. Chapter Quizzes
2. Tests: Listening Comprehension, Reading and Writing, Proficiency, Speaking
3. Homework and Optional Projects

V. Chapter 4: *Pasajes*

OBJECTIVES: The students will:

1. learn about the different stages of life
2. discuss important family ceremonies
3. review the formation and use of the future tense
4. review the formation and use of the conditional
5. learn how to make indirect statements
6. review the direct and indirect object pronouns when referring to people and things already mentioned
7. review the direct and indirect object pronouns with the infinitive, gerund, and imperative
8. read and discuss a magazine article about a wedding in a Spanish-speaking country
9. become familiar with the language used in announcements for engagements, weddings, obituaries, etc.
10. learn the use of the subjunctive in adverbial clauses with the conjunctions *aunque*, *quizás*, *tal vez*, and *ojalá*
11. read and discuss a short story by Ana María Matute and two poems, one by Ramón de Campoamor and one by Amado Nervo

A. Vocabulary

1. Topics
 - a. Ceremonies and events such as Baptisms, Bar Mitzvahs, Baz Mitzvahs, weddings, funerals, birthdays

B. Cultural Readings

1. *Eventos y ceremonias*
 - a. Topic: The major events and ceremonies in the Hispanic persons life
2. *Pasajes*
 - a. Topic: A more detailed look at the important events and ceremonies of Hispanic people of various religions

C. Conversation

1. *Ceremonias familiares*
 - a. Topic: There are three separate conversations -- at a Baptism, wedding, and wake.

D. Language

1. *Fórmulas*

- a. Expressions of congratulations, best wishes, and sympathy used at Baptisms, weddings, and funerals

E. Structure

1. Future tense

- a. Review the formation of regular and irregular verbs

2. Conditional tense

- a. Review the formation of regular and irregular verbs

3. Indirect discourse

4. Review direct and indirect object pronouns including double object pronouns

5. The Subjunctive in Adverbial Clauses

- a. After certain conjunctions
- b. Sequence of tense

6. The subjunctive in Adverbial Clauses of time

7. The Subjunctive with *aunque*8. The Subjunctive with *quizás, tal vez, and ojalá*

F. Articles

1. "*La boda de Chábeli*"

- a. Topic: A wedding celebration

2. "*Matrimonio*"

- a. Topic: An engagement announcement

3. "*Norma de Cardona recibirá la visita del Ave Picuda*"

- a. Topic: A baby shower

4. "*Necrológicos*"

- a. Topic: Obituaries

G. Literature

1. "*El niño al que se de murió el amigo*" by Ana María Matute

- a. Topic: A short story about a boy's growing up.

2. "*Cosas del tiempo*" by Ramón de Campomayer

- a. Topic: A poem about growing older.

3. "*En paz*" by Amado Nervo

- a. Topic: A poem about being at peace with one's self.

H. Chapter Resources

1. Workbook

2. Student Tape Manual

3. Audio Cassette 4

4. Vocabulary Transparencies

5. Bell Ringer Review - Blackline Masters

6. Communications Activities Masters

7. Situation Cards

8. Computer Software: Practice and Test Generator

I. Evaluation

1. Chapter Quizzes
2. Tests: Listening Comprehension, Reading and Writing, Proficiency, Speaking
3. Homework and Optional Projects

VI. Chapter 5: *Sucesos y acontecimientos*

OBJECTIVES: The students will:

1. learn about Spain's involvement in the history of the United States
2. learn about social problems in Spain and Latin America
3. learn how to report a petty crime
4. learn how to express agreement and disagreement
5. review the present perfect tense
6. review negative and affirmative expressions
7. read three local news stories
8. learn the difference between *sino* and *pero*
9. review conjunctions that require the subjunctive
10. learn the formation and uses of the pluperfect, the conditional perfect, and future perfect tenses
11. learn the shortened forms of certain adjectives and the suffix *-ísimo*
12. read about the ballad, *romance*, and *corrido* as literary forms.

A. Vocabulary

1. Topics
 - a. Christopher Columbus' voyages - ships, crew, etc., discovery, exploration and colonization
 - b. Crime in the streets and the justice system
 - c. The subway
 - d. Fires and fire fighting
 - e. Storms at sea

B. Cultural Readings

1. *Acontecimientos históricos*
 - a. Topic: Historical accomplishments
2. *Los españoles en la América del Norte*
 - a. Topic: Spanish explorers in North America

C. Conversation

1. *Un crimen*
 - a. Topic: Reporting a mugging that took place in the subway

D. Language

1. *El acuerdo y el desacuerdo*
 - a. Expressions of agreement and disagreement
2. *Una conversación que continúa*
 - a. Expressions that are commonly used in conversation

E. Structure

1. Review the present perfect tense
2. Review negative words
3. Uses of *sino* and *pero*
4. The past perfect tense
5. The conditional perfect tense
6. The future perfect tense
7. The shortened forms of adjectives

F. Articles

1. "*Los titulares*"
 - a. Topic: Reading headlines
2. "*Los sucesos*"
 - a. Topic: Natural disasters such as fires, storms at sea, and the effects of a heat wave

G. Literature

1. "*Abenámar*"
 - a. Topic: A poem about the great love of the Moors for Granada
2. "*En Durango comenzó*"
 - a. Topic: A poem about Pancho Villa

H. Chapter Resources

1. Workbook
2. Student Tape Manual
3. Audio Cassette 5
4. Vocabulary Transparencies
5. Bell Ringer Review - Blackline Masters
6. Communication Activities Masters
7. Situation Cards
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I. Evaluation

1. Chapter Quizzes
2. Tests: Listening Comprehension, Reading and Writing, Proficiency, Speaking
3. Homework and Optional Projects

VII. Chapter 6: *Los valores*

OBJECTIVES: The students will:

1. learn about Hispanic values and discuss how they compare with American values
2. learn other uses for the definite and indefinite articles and prepositional pronouns
3. learn the forms and uses of the present perfect of the subjunctive
4. learn the forms and uses of the pluperfect of the subjunctive
5. learn to deal with contrary-to-fact *si* clauses
6. learn other ways to express ownership
7. review the forms and uses of demonstrative pronouns
8. read an excerpt by Pio Baroja and a short story, "*Mi Padre*" by Manuel del Toro

A. Vocabulary

1. Topics
 - a. Family values, responsibilities, customs, pastimes
 - b. the bullfight

B. Cultural Readings

1. *Los valores*
 - a. Topic: Family values, generosity and dignity

C. Conversation

1. *El que invita paga*
 - a. Topic: Arguing about who pays the check

D. Language

1. *Invitaciones*
 - a. Topic: Expressions used to invite someone to join you for a refreshment or meal

E. Structure

1. Special uses of the definite article
 - a. talking to and about other people and things
 - b. addressing people and referring to people
 - c. with days of the week
 - d. with reflexive verbs and referring to articles of clothing and parts of the body
2. The indefinite article
3. Objects of the preposition pronouns
4. The present perfect subjunctive
5. The past perfect subjunctive
6. The "if" clause
7. Possessive adjectives and pronouns
8. Demonstrative adjectives and pronouns

F. Articles

1. "*Cartas al director*"
 - a. Topic: A letter to the editor of a Spanish newspaper from a university professor from Pennsylvania
2. "*La muerte de Paquirri*"
 - a. Topic: An interview of the grandson of the famous bullfighter, Paquirri

G. Literature

1. *Zalacaín el aventurero* by Pío Baroja
 - a. Topic: This excerpt of the novel describes Zalacaín's youth in his Basque village.
2. "*Mi padre*" by Manuel del Toro
 - a. Topic: A short story about a boy who learns the difference between true bravery and mere bragging.

H. Chapter Resources

1. Workbook
2. Student Tape Manual
3. Audio Cassette 6
4. Vocabulary Transparencies
5. Bell Ringer Review - Blackline Masters
6. Communication Activities Masters
7. Situation Cards
8. Computer Software: Practice and Test Generator

I. Evaluation

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3. Homework and Optional Projects

VIII. LESSON - CAREER EDUCATION

(This lesson may be interpolated at any point during the year.)

A. Topic: Business letter writing.

B. Objective: To acquaint the student with the terms used in letter writing, requesting information, and in applying for a job.

C. Activities:

1. The teacher will give the class a list of the parts of a business letter in the target language.
2. The teacher will give the class various forms of addressing an envelope in the target language.

3. The teacher will give the class various conclusions used in a letter.
4. The students will address an envelope in the target language.
5. The students will write examples of headings, salutations, and conclusions in their notebooks.
6. The students will write a letter in application for a specific position, listing their qualifications.

D. Evaluation: The students' letters will be evaluated by the teacher.

BIBLIOGRAPHY

Text: Glencoe Spanish 3: De viaje, Schmitt, Woodford, Glencoe, 1995

Series Components:

- Student Edition
- Teacher's Wraparound Edition
- Writing Activities Workbook & Student Tape Manual, Student Edition
- Writing Activities Workbook, Teacher's Annotated Edition
- Student Tape Manual, Teacher's Edition (tapescript)
- Audio Cassette Program
- Overhead Transparencies
- Video Cassette Program
- Computer Software: Practice and Test Generator
- Communication Activities Masters
- Bell Ringer Review Blackline Masters
- Situation Cards
- Chapter Quizzes with Answer Key
- Testing Program with Answer Key