

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Foreign Language

**COURSE TITLE:** Advanced Spanish III 151

**PREREQUISITES:** Completion of Spanish 1 and 2, DMACC enrollment criteria

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**COURSE DESCRIPTION:**

Advanced Spanish III 151 - Urbandale Community School District's Foreign Language Advanced Spanish III course offers a balanced program of conversation, listening, composition, grammar, vocabulary, reading, and culture. Students review prior levels materials as needed and explore new areas. Third year examines the art, music, history, and geography of Spain and Latin America, as well as the Spanish way of life and philosophy. *Advanced Spanish III 151 corresponds to FLS 151 in the DMACC course guide.*

The language learned is based on themes of everyday life. Student speech will be modeled by instructors who will monitor and correct pronunciation and accent. Students will be asked to engage in simple conversations on a controlled basis using the themes presented in the curriculum. Much class time is spent practicing speech. Students will also be expected to use software available with texts to hone listening and speaking skills.

**CONTENT STANDARDS:**

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's foreign language education program should be able to...

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Participate in multilingual communities at home and around the world.



## **Content Standard I. Communicate in languages other than English.**

### **Benchmark A. Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.**

Indicators: Produce accurately the sounds of familiar material.  
Follow simple directions.  
Participate in simple, directed conversations, which meet immediate needs.  
Participate in predictable complex conversations, which meet immediate needs.  
Use intonation to differentiate between statements, commands, and questions.

Assessments: Final tasks: first semester  
Available DMACC course assessments

### **Benchmark B. Comprehend and interpret written and spoken language on a variety of topics.**

Indicators: Recognize material studied when encountered in familiar contexts.  
Begin to identify the topics of familiar material used in unfamiliar settings.  
Read aloud, familiar material with pronunciation not distracting to native speakers.  
Comprehend the principal message for media and short narratives.

Assessments: Classroom assessments  
Available DMACC course assessments

### **Benchmark C. Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.**

Indicators: Produce related sentences, which form simple paragraphs.  
Write simple descriptions and narration of paragraph length on everyday events and situations in different time frames.  
Take notes on familiar topics.  
Write or tell about products and/or practices of the target cultures.

Assessments: Classroom assessments  
Available DMACC course assessments



## **Content Standard II. Gain knowledge and understanding of other cultures.**

### **Benchmark A. Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.**

Indicators: Discuss issues of particular interest in the cultures studied.  
Recognize some of the differences in social demands between one's own culture and others.  
Learn about and participate in cultural activities such as games, songs, story telling, dramatizations, and celebrations.

Assessments: Classroom assessments  
Available DMACC course assessments

### **Benchmark B. Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.**

Indicators: Be aware of circumstances past and present of the people studied.  
Search for, identify, and investigate the function of utilitarian products of the cultures studied.  
Identify, discuss, and analyze themes, ideas, and perspectives related to the products and practices being studied.  
Produce artwork, crafts, or graphic representations enjoyed or made by the cultures studied.

Assessments: Classroom assessments  
Available DMACC course assessments

## **Content Standard III. Develop insight into the nature of language and culture.**

### **Benchmark A. Demonstrate an understanding of the nature of language through comparisons of the language studied and their own.**

Indicators: Recognize and use idiomatic expressions in the language being learned and talk about how idiomatic expressions work in general.  
Cite and use words that are borrowed in the language they are learning and their own and consider why languages in general might need to borrow words.  
List words that appear to be the same in English and the language studied, but may have different meanings.

Assessments: Classroom assessments  
Available DMACC course assessments



**Benchmark B. Demonstrate understanding of the concept of culture through comparisons of the language studied and their own.**

Indicators: Compare and contrast tangible products of the target cultures and their own, such as toys, sports, food, types of dwellings, equipment, etc.  
Compare and contrast intangible products of the target cultures and their own, such as rhymes, songs, folk tales, dances, educational and other systems, etc.

Assessments: Classroom assessments  
Available DMACC course assessments

**Content Standard IV. Participate in multilingual communities at home and around the world.**

**Benchmark A. Use the language both within and beyond the school setting.**

Indicators: Use technology for communication in the target culture.  
Observe long-distance communications with the target culture.  
Use the target language to solve typical travel dilemmas in simulations.  
Recognize ways in which second language skills can be applied outside of a school setting.  
Interact with members of the local community to hear how they use the language in their various fields of work.

Assessments: Classroom assessments  
Available DMACC course assessments

**Benchmark B. Show evidence of becoming lifelong learners by using the language for personal enjoyment and excitement.**

Indicators: Seek out and take advantage of opportunities to interact with the target language outside the classroom.

Assessments: Record of cultural interactions



**In addition to the UCSD standards and benchmarks, the following DMACC course competencies will be addressed :**

1. Conjugate and correctly use the present tense to communicate activities currently going on in the present as well as habitual actions in present time.
  - 1.1 Use the concept of conjugation and apply it to all regular verbs.
  - 1.2 Conjugate some of the high use irregular verbs such as ser, estar and tener.
  - 1.3 Conjugate stem-changing verbs.
2. Ask and answer questions to acquire or give information using the interrogatives: what, when, where, why, how much, who, etc.
  - 2.1 Begin to differentiate between using qué and cual.
  - 2.2 Differentiate between responses to cuando and ¿A que hora?
  - 2.3 Learn language to function in a classroom situation: i.e., ¿Cómo se escribe? Tengo una pregunta.
3. Describe characteristics of objects and people.
  - 3.1 Apply the concept of gender and number in agreement between adjectives and nouns.
  - 3.2 Use the verb ser when describing physical and personality characteristics.
  - 3.3 Place descriptive adjectives after the nouns they modify.FLS 151
  - 3.4 Place adjectives of quantity and demonstrative adjectives before the noun.
4. Issue and accept/decline social invitations.
  - 4.1 Use vocabulary to issue invitations Te/le gustaría, quieres/quiere or Puedes/puede + infinitive phrase.
  - 4.2 Decline an invitation politely.
  - 4.3 Give reasons why they cannot accept an invitation because of conflicts or other obligations.
  - 4.4 Make suggestions for resolving conflicts of time or place and come to an agreement for a social engagement.
5. Tell about oneself and one's family and compare the concept of family in their own culture to that of the target culture.
  - 5.1 Describe their family.
  - 5.2 Tell about their relatives and describe them in terms of their age, personality and physical characteristics.
6. Express ownership or possession.
  - 6.1 Use the word “de” to show possession.
  - 6.2 Use the possessive adjectives to show possession.
7. Use numbers 0 – 100.
  - 7.1 Ask and give telephone numbers
  - 7.2 Ask and tell about the price of items.
  - 7.3 Ask and tell time.
  - 7.4 Ask and tell the age of themselves or someone else.
  - 7.5 tell at what time an event takes place.
8. Use language to talk about everyday activities such as leisure activities, obligations, daily routines etc.
  - 8.1 Use gustar to tell whether they like or do not like to do something.
  - 8.2 Use tener que or necesitar to express obligations.
  - 8.3 Use tener ganas de to express what one feels like doing.



- 8.4 Use linking words such as *entonces* etc. and frequency words and expressions such as *todos los días, con frecuencia, etc.* to make conversation more authentic.
9. Talk about their academic experience.
    - 9.1 Learn vocabulary about courses they are taking.
    - 9.2 converse about their daily schedules including work.
    - 9.3 Tell which classes they like/dislike and give reasons.
  10. Talk about what they will do using the simple future construction.
    - 10.1 Use *ir + a + infinitive* phrases to talk about future events.
    - 10.2 Use vocabulary expressing future time appropriately such as *próximo, el/la \_\_\_\_\_ que viene.*
  11. Express likes, dislikes and preferences in relationship to activities and objects.
    - 11.1 Use *gustar* with objects.
    - 11.2 Tell which they prefer: *me gusta más, prefiero.*
  12. Begin to use the past tense constructions in conversation to relate what they have done or engage in conversation about past events.
    - 12.1 Conjugate the preterit of regular verbs and a few of the high frequency irregular verbs to tell what they did.
    - 12.2 Use some of the expressions to talk about the past, i.e., *el \_\_\_\_\_ pasado, ayer, anoche* etc.
  13. Distinguish and use appropriately the formal and informal speech.
  14. Listen to and comprehend short passages on thematic topics.
  15. Recognize and appreciate cultural differences in daily activities and social intercourse.
    - 15.1 Appropriate distance to maintain in social discourse.
    - 15.2 The importance of exchange of greeting before business or social interaction begins.
    - 15.3 The importance of being “on time” as applied to social or business appointments.

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

