

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Foreign Language

COURSE TITLE: Advanced Spanish III 152

PREREQUISITES: Spanish 1, 2 and Advanced Spanish III 151,
DMACC enrollment criteria

COURSE DESCRIPTION:

Urbandale Community School District's Foreign Language Advanced Spanish III 152 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 corresponds to FLS 152 in the DMACC course guide.*

Emphasis is on the understanding and production of oral and written Spanish presented in culturally appropriate settings. The language learned is based on themes of everyday life. Students will be asked to engage in more complex conversations using the themes presented in the curriculum. Speech will be monitored for pronunciation and accent and much class time is devoted to practicing speech. Students will also be expected to use available technology practice 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.
Participate in simple, directed conversations which meet immediate needs.
Participate in more complex conversations which meet immediate needs.
Use intonation to differentiate between statements, commands, and questions.

Assessments: Classroom assessments
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 of/for media and short narratives.

Assessments: Classroom assessments
Available DMACC 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: Levels I - III: Cultural connections
Available DMACC 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 being studied.
Produce artwork, crafts, or graphic representations enjoyed or made by the cultures studied.

Assessments: Levels I - III: Cultural connections
Available DMACC 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: Students will translate level appropriate target language samples into English and discuss the processes which aided in comprehension
Available DMACC 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: Consider the availability of 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: Consider future plans and the role second language skills might play in them.
Seek out and take advantage of opportunities to interact with the target language outside the classroom.

Assessments: Record of cultural interactions



Available DMACC assessments

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

1. Concentrate on communication in past time.
 - 1.1 Review the regular preterit.
 - 1.2 Learn conjugation of irregular, stem-changing, and verbs with spelling changes.
 - 1.3 Form the imperfect tense.
 - 1.4 Begin to discriminate between uses of the preterit and imperfect tenses in oral and written production.
 - 1.5 Use past tenses to convey reported speech.
2. Ask and answer questions to acquire or give information in present and past time.
3. Expand use of thematic vocabulary.
4. Describe or engage in conversation on a variety of daily, personal, and family activities in present and past events.
 - 4.1 Talk about their childhood using the imperfect.
 - 4.2 Talk about habitual activities in the past.
5. Express oneself in more lengthy and complex structures.
 - 5.1 Use direct and indirect object pronouns to replace antecedents.
 - 5.2 Begin to use present and past perfect tenses.
 - 5.3 Use present and past progressive tenses.
 - 5.4 Use of idiomatic expressions such as Hacer + time + que + activity to express idea of “for” and “ago”.
 - 5.5 Apply the concept of the double negative.
6. Use vocabulary to talk about career plans or future goals.
7. Begin to understand the use of the subjunctive mood to express will upon others to perform tasks and express hypothetical future events or nonexistence.
 - 7.1 Use the subjunctive after verbs of will or volition.
 - 7.2 Use the subjunctive after expressions of emotion or doubt.
8. Express likes, dislikes and preferences in relationship to activities and objects.
 - 8.1 Use prior knowledge of gustar to understand other verbs that function the same way, such as importar, fascinar, etc.
 - 8.2 use prepositional pronouns to emphasize or contrast the agent.
9. Distinguish and use appropriately the formal and informal speech.



10. Listen to and comprehend more expansive and complex passages on thematic topics.
11. Recognize cultural differences in specific thematic situations and settings.
12. Compare people and objects.
 - 12.1 Use comparative forms such as *más que*, *menos que* to express inequality.
 - 12.2 Use forms such as *tan como*, *tanto como* to express equality.
 - 12.3 Use forms that express the superlative like *mayor*, *peor*, etc.
13. Begin to use imperative mood to express commands.
 - 13.1 Form formal and informal commands.
 - 13.2 Distinguish between appropriate situations to use formal and informal forms.
 - 13.3 Understand proper placement of pronouns in affirmative and negative commands.

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.

