COURSE DESCRIPTION:  Spanish For Spanish Speakers level 3 is the third year of a three-year curriculum designed to extend the 18-unit, two-year curriculum of Spanish for Spanish Speakers levels 1 and 2.

This six-unit course is a prerequisite for the AP Spanish Literature course that students will take in their fourth/fifth year of Spanish. It includes literature from medieval period, Spain’s Golden Age, and contemporary literature. Students will understand a lecture or reading in Spanish and will participate actively in discussions in Spanish on literary topics. Students will also do close readings of literary texts of all genres; analyze critically the form and content of literary works, orally and in writing, using appropriate terminology.

GOALS:  (Expected performance outcomes for students)
- Comprehend all forms of written Spanish
- Acquire vocabulary and grasp the necessary structure to allow the easy, accurate reading of selected pieces of literature (including poetry).
- Compose expository passages
- Express ideas with accuracy and fluency
- Train in the organization and writing of compositions
- Memorize poems from different periods and authors

California Content Standards
While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them are an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s” of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines (See index), California Framework for World Languages, and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects.
Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2- Students understand and interpret spoken and written Spanish on a variety of topics. Standard 1.3- Students present information, concepts, and ideas in Spanish to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.
Standard 2.1- Demonstrate understanding between practices and perspectives of Hispanic Cultures.
Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Hispanic cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.
Standard 3.1- Students reinforce and further heir knowledge of other disciplines through Spanish.
Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.
Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Spanish and English.
Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting.
Standard 5.1- Use Spanish both within and beyond the school setting.
Standard 5.2- Students show evidence of becoming life long learners by using Spanish for personal enjoyment and enrichment.

Evaluation
Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district’s rubric. District-wide benchmark assessments will be assessed using the following chart:
### High School Course of Study

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Spanish for Spanish Speakers III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>La Era Medieval, en España y en América (6 weeks)</td>
</tr>
<tr>
<td><strong>Key Terms</strong></td>
<td>La Caballería, Las Jarchas, El Mester de Juglaría, Los romances viejos</td>
</tr>
</tbody>
</table>
| **Standards** | *Content: Stage III  
*Communication: Stage III  
*Cultures: Stage III  
*Structures: Stage III  
*Settings: Stage III |
| **Model Tasks** | • Readings  
• Students will become familiar with “romances viejos.” Ex. Read Romance de la Doncella Guerrera. Ex. Read El Romance del Rey Moro que perdió la Alhama Ex. Read El Cantar del Mío Cid (an excerpt) Ex. Read Exemplos de El Conde Lucanor Ex. Read Los Dos Reyes y los Dos Laberintos |
| **Tools & Text** | Abriendo Puertas  
Online resources  
Teacher made practice materials. |

**Differentiation**

- **Support -- for students struggling with content**
  - Content: Present key terms and explanation of concepts and content vocabulary in contextual situations.
  - Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.
  - Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes

- **Extension -- for high achieving**
  - Content: Students will read additional short stories or novels.
### Course Title: Spanish for Spanish Speakers III

**Course Code:** [Office use only]

<table>
<thead>
<tr>
<th>Students</th>
<th>Required activities for all honors courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Process:</strong></td>
<td>Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism.</td>
</tr>
<tr>
<td><strong>Product:</strong></td>
<td>Develop a portfolio, oral presentations, and power point presentations.</td>
</tr>
</tbody>
</table>

### Evaluation

- **Formative Assessments:** Check for understand, quizzes, homework review, rough drafts of writings.
- **Benchmark tests:** Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam.
- **Summative Assessments:** Unit tests, essays.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>La Edad Moderna, y la era de los descubrimientos</strong> (6 weeks)</td>
<td><strong>Key Terms</strong></td>
</tr>
<tr>
<td></td>
<td>La conquista española.</td>
</tr>
<tr>
<td></td>
<td>La institución de los virreinatos.</td>
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<td></td>
<td>Los Reyes Católicos y el Tribunal de La Santa Inquisición</td>
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<td></td>
<td>Los adelantados,</td>
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<tr>
<td></td>
<td>Los Cronistas de Indias</td>
</tr>
<tr>
<td><strong>La Edad Moderna, y la era de los descubrimientos</strong> (6 weeks)</td>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td></td>
<td>*Content: Stage III</td>
</tr>
<tr>
<td></td>
<td>*Communication: Stage III</td>
</tr>
<tr>
<td></td>
<td>*Cultures: Stage III</td>
</tr>
<tr>
<td></td>
<td>*Structures: Stage III</td>
</tr>
<tr>
<td></td>
<td>*Settings: Stage III</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Model Tasks</strong></th>
<th><strong>Tools &amp; Text</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>H</strong></td>
<td>Students will read excerpts from authentic documents. Ex. Los Naufragios de Cabeza de Vaca.</td>
</tr>
<tr>
<td><strong>M</strong></td>
<td>Students will read poetry from this period and demonstrate understanding of the poetry from Siglo de Oro. Ex. Read poetry of Sor Juana Inés de la Cruz. Ex. Read Redondillas y sonetos</td>
</tr>
<tr>
<td><strong>L</strong></td>
<td>Students will research historical background of the Spanish Inquisition using library and on-line resources.</td>
</tr>
<tr>
<td></td>
<td>Students will research the conquistadors and the conquest of Florida.</td>
</tr>
<tr>
<td></td>
<td>Students will study two songs to help comprehension of this unit. Ex. Marinero de luces. and Carabelas.</td>
</tr>
</tbody>
</table>

- **Online resources**
- **Teacher made practice materials**

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## Differentiation

### Support -- for students struggling with content

**Content:** Present key terms and explanation of concepts and content vocabulary in contextual situations.

**Process:** Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.

**Product:** Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.

### Extension – for high achieving students. Required activities for all honors courses.

**Content:** Students will read additional short stories or novels.

**Process:** Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism.

**Product:** Develop a portfolio, oral presentations, and power point presentations.

## Evaluation

### Formative Assessments:
Check for understand, quizzes, homework review, rough drafts of writings.

### Benchmark tests:
Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam.

### Summative Assessments:
Unit tests, essays.

## Unit 3

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Standards*</th>
<th>Model Tasks</th>
<th>Tools &amp; Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Barroco (6 weeks)</td>
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</tr>
<tr>
<td>Recursos literarios en la poesía.</td>
<td>*Content: Stage III</td>
<td>H</td>
<td>Abriendo Puertas</td>
</tr>
<tr>
<td>La aristocracia La plebe. El vasallaje.</td>
<td>*Communication: Stage III</td>
<td>M</td>
<td>Online resources</td>
</tr>
<tr>
<td>Tragedia</td>
<td>*Cultures: Stage III</td>
<td>L</td>
<td>Teacher made practice materials</td>
</tr>
<tr>
<td>Universalidad</td>
<td>*Structures: Stage III</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Settings: Stage III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La nobleza y el</td>
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</tbody>
</table>

*Students will read works written during the seventeenth and eighteenth centuries. They will demonstrate comprehension of vocabulary.*

Ex. Read El ingenioso hidalgo don Quijote de la Mancha.

*Students will interpret figures of speech in literary works.*

Ex. Read El ingenioso ...
### Course Title
Spanish for Spanish Speakers III

### Course Code
[Office use only]

### Course Description
- **clero en Europa, especialmente en Italia y España**

### Support -- for students struggling with content
- **Content:** Present key terms and explanation of concepts and content vocabulary in contextual situations.
- **Process:** Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.
- **Product:** Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes

### Extension -- for high achieving students.
- **Content:** Students will read additional short stories or novels.
- **Process:** Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism.
- **Product:** Develop a portfolio, oral presentations, and power point presentations.

### Evaluation
**Formative Assessments:** Check for understand, quizzes, homework review, rough drafts of writings.

**Benchmark tests:** Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam.

**Summative Assessments:** Unit tests, essays.

### Unit 4
<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Standards*</th>
<th>Model Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>La Mujer Brava</strong> (Infante don Juan Manuel)</td>
<td>*Content: Stage III</td>
<td>H</td>
</tr>
<tr>
<td>*Communication: Stage III</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

- **Students will read works by the following authors:** Allende, Borges, Cortázer, Pardo Bazán and Lorca.

### Tools & Text
- **Abriendo Puertas**
- Online resources
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Spanish for Spanish Speakers III</th>
<th>Course Code</th>
<th>[Office use only]</th>
</tr>
</thead>
<tbody>
<tr>
<td>españolas y latinoamericanas (6 weeks)</td>
<td>Una venganza (Isabel Allende)</td>
<td>L</td>
<td>Teacher made materials</td>
</tr>
<tr>
<td></td>
<td>Dos Palabras (Isabel Allende)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Emma Zunz (Jorge L. Borges)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>La Casa Tomada (Julio Cortázar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Las Medias Rojas (Emilia Pardo Bazán)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>La Casa de Bernarda Alba (F. García Lorca)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Cultures: Stage III
* Structures: Stage III
* Settings: Stage III

- Students will demonstrate understanding of readings by developing posters of various parts of short stories.
- Students will create digital presentations of the play *La Casa de Bernarda Alba* by Lorca.

**Differentiation**

- **Support -- for students struggling with content**
  - Content: Present key terms and explanation of concepts and content vocabulary in contextual situations.
  - Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.
  - Product: Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.

- **Extension -- for high achieving students. Required activities for all honors courses.**
  - Content: Students will read additional short stories or novels.
  - Process: Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism.
  - Product: Develop a portfolio, oral presentations, and power point presentations.

**Formative Assessments:** Check for understand, quizzes, homework review, rough drafts of writings.
### Evaluation

**Benchmark tests:** Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam.

**Summative Assessments:** Unit tests, essays.

### Unit 5: Realismo Mágico

<table>
<thead>
<tr>
<th>Key Terms</th>
<th>Standards*</th>
<th>Model Tasks</th>
<th>Tools &amp; Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works by Gabriel García Márquez</td>
<td>*Content: Stage III</td>
<td>• Students will read works by Marquéz, Borges, and Cortázár in order to grasp the concept of magic realism.</td>
<td>Abriendo Puertas</td>
</tr>
<tr>
<td>El ahogado más hermoso del mundo.</td>
<td>*Communication: Stage III</td>
<td>• Students will write a five-paragraph essay justifying the designation of magic realism for a particular story. Students will consider the different magical elements that happen such as characters’ and reader reactions and how the language contributes to the creation of those opposing worlds.</td>
<td>Online resources</td>
</tr>
<tr>
<td>Monólogo de Isabel viendo llover en Macondo</td>
<td>*Cultures: Stage III</td>
<td></td>
<td>Teacher made materials</td>
</tr>
<tr>
<td>Algo muy grave va a suceder en este pueblo</td>
<td>*Structures: Stage III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Un señor muy viejo con unas alas enormes</td>
<td>*Settings: Stage III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La noche boca arriba (Julio Cortázar)</td>
<td></td>
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<tr>
<td>El brujo postergado (Jorge L. Borges)</td>
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</tbody>
</table>
## Differentiation

**Support -- for students struggling with content**

**Content:** Present key terms and explanation of concepts and content vocabulary in contextual situations.

**Process:** Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.

**Product:** Differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.

**Extension -- for high achieving students. Required activities for all honors courses.**

**Content:** Students will read additional short stories or novels.

**Process:** Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism.

**Product:** Develop a portfolio, oral presentations, and power point presentations.

## Evaluation

**Formative Assessments:** Check for understanding, quizzes, homework review, rough drafts of writings.

**Benchmark tests:** Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam.

**Summative Assessments:** Unit tests, essays.

## Unit 6

**Key Terms**

<table>
<thead>
<tr>
<th>La Poesía en España y Latinoamérica (6 weeks)</th>
<th>Mi tierra</th>
<th>Los Piños</th>
<th>No sé por qué piensas tú</th>
<th>Canción de jinete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carlos Esquivel</td>
<td>Juana de Ibarbouro</td>
<td>Nicolas Guillén</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

- *Content: Stage III*
- *Communication: Stage III*
- *Cultures: Stage II I*
- *Structures: Stage III*
- *Settings: Stage III*

**Model Tasks**

- Students will become familiar with terminology...ex. syllabification, metrical lines, rhyme, verses, stanzas, figures of speech.
- Students will learn how to analyze Spanish poetry

**Tools & Text**

- Abriendo Puertas
- Online resources
- Teacher made materials
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Spanish for Spanish Speakers III</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. García Lorca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>La cogida y la muerte</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F, García Lorca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rimas</td>
<td>G. A. Becquer</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**

**Formative Assessments:** Checks for understanding, quizzes, homework review, rough drafts of writing.

**Benchmark tests:** Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam..

**Summative Assessments:** Chapter tests, expository or other writings, midterm and final exams.

**Content:** History, Art, Traditions, Current Events, Cultural Issues, cross-curricular selected topics.

**Process:** Culturally based reading selections: literature including news/magazine articles, stories, and poetry.

**Product:** Presentations, projects, performances
## Timeframes for Learning Languages and Cultures

The Language Learning Continuum (see Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve), a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress in a series of qualitatively different stages of performance:

- Stage I (Formulaic), learners understand and produce signs, words, and phrases.
- Stage II (Created), learners understand and produce sentences and strings of sentences.
- Stage III (Planned), learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended), learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum includes Stage V (Tailored) proficiency, which represents performance typically achieved through university level study.

It should be noted that secondary learners may require more than one year to progress from one stage to the next and may spend a significant amount of time within two adjacent stages. For example, learners of Russian, a Category III language, may require two years to move beyond Stage I in listening and speaking, but longer than two years for reading and writing. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modalities in order to attain Stage III proficiency in listening and speaking, Stage II proficiency in reading, and Stage I proficiency in writing. By necessity, Classical Greek and Latin programs will emphasize reading from the very beginning of instruction. Further, it will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

## California’s Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive
high school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience (FLEX) that differ substantially in the contact hours allocated to the curriculum. These programs need to be age-appropriate in order to address students’ cognitive, emotional, and social needs. Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first and/or second year of high school study. High school programs traditionally offer a four or five-year sequence preparing students for the Scholastic Aptitude Test (SAT) II examinations in language and often culminating in the Advanced Placement and, less frequently, the International Baccalaureate program in language and literature. Programs for heritage and native speakers can include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the foreign language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California’s language programs.

Organization of the Standards

The World Language Content Standards for California Public Schools, Kindergarten through Grade Twelve (World Language Content Standards) represents a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The World Language Content Standards present the knowledge, skills, and abilities that all learners should acquire during thirteen years in the California public school system.

Due to the considerable number of languages in California, the World Language Content Standards was developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the World Language Content Standards are not language-specific. In addition, due to the various levels of student proficiency and the multiple points of entry and exit from California's language programs, the World Language Content Standards that follow are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisition. For ease of presentation, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings. They should be taught together and in practice merge into seamless instruction within the various stages of the Language Learning Continuum.

Content

Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication

Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be presentation in which speaking, signing, and writing occur in culturally appropriate ways.
Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.