

BHS Spanish 3 course outline:
(Timeline based on a full-year course)

TEXTS: From the Blaine Ray collection:

Look, I Can Talk More! Chapters 5-8 (LICTM)

El viaje perdido

¡Viva el toro!

OBJECTIVES:

The goal of Spanish 3 is to help students attain the intermediate-low proficiency level according to ACTFL guidelines:

Students at the intermediate-low proficiency level are able to handle successfully a number of communicative tasks by creating with the language in straight-forward social situations. You will be able to survive in the target language culture. For example, you should be able to relay basic information regarding self and family; discuss some daily activities, personal preferences, and immediate needs, such as ordering food and making simple purchases; and ask a few appropriate questions. Students at the intermediate-low proficiency level can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

METHODS OF EVALUATION: (Final grades are based on a 10-point scale.)

1. Homework: 25% of grade. Students will be asked to complete a variety of activities including, but not limited to free-writes, summaries, worksheets, verb conjugating, drawing out an assigned reading, and group cultural investigations.
2. Participation: 25% of grade. Students are graded weekly for daily participation in class, tallied by the course instructor.
3. Quizzes and Chapter Tests: 30% of grade. Students will be assessed on writing, speaking, reading and writing the target language, as well as on the culture of specified countries and specified grammatical structures.
4. Midterm and Final Exams: 20% of grade. Students will be assessed on writing, speaking, reading and writing the target language, as well as on the culture of specified countries and specified grammatical structures.

COURSE CALENDAR:

Expected to know (from Spanish 1)

Numbers 1-1,000,000

Alphabet

Days, months, seasons, weather,
time
Animals
Parts of house

Family
Body parts
Food

Week 1 (Spanish 1 Concept Review)

Grammar Concepts:	Vocabulary:
Present Tense Review: AR/ER/IR verbs Present Progressive Reflexive Pronouns Noun-adjective agreement	Sp 1 vocab review

Weeks 2-3 (Spanish 2 concept review)

Grammar Concepts:	Vocabulary:
Preterite/Imperfect Review Yo form spelling changes Stem changes Irregulars Past participles with HABER Direct and Indirect Objects	Tener Expressions Descriptive Adj Making comparisons Clothing

Weeks 4-6 (Start of Spanish 3 curriculum)

Grammar Concepts:	Vocabulary:
Hace...que Ir a + infinitive	Ch 5, LICTM feelings Geography

Weeks 7-9

Grammar Concepts:	Vocabulary:
Future DOP, IOP Adverbs, -mente	Ch 5 LICTM Transportation Giving directions

READING: "El viaje perdido"

Weeks 10-12

Grammar Concepts:	Vocabulary:
Conditional Future	Ch 6 LICTM

DOP, IOP
READING: "El viaje perdido"

Giving directions

Weeks 13-15

Grammar Concepts:	Vocabulary:
Conditional and future comparison Por VS para	Ch 6 LICTM Health

Weeks 16-17

Grammar Concepts:	Vocabulary:
Commands: formal and informal Ser Vs estar	Ch 7 LICTM sports and injuries Hospital

READING: "Viva el toro"

Weeks 18-20

Grammar Concepts:	Vocabulary:
Subjunctive	Ch 8 LICTM Occupations

READING: "Viva el toro"

Weeks 21-24

Grammar Concepts:	Vocabulary:
Subjunctive Review of all course tenses	Ch 8 LICTM Review of all vocab