

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: 909-628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Spanish 3 Honors
2. Transcript Title/Abbreviation:	Spanish 3 H
3. Transcript Course Code/Number:	5726
4. Seeking Honors Distinction:	Yes
5. Subject Area/Category:	Meets the UC/CSU "e" Foreign Language requirement
6. Grade Level(S):	9-12
7. Unit Value:	10 credits/5 credits per semester
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled After an UC-Approved Course:	Yes
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
 Date of Revision Approval:	July 20, 2017
13. Brief Course Description:	<p>The standards for foreign language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There is a total of eleven (11) standards. These standards are general in nature and apply to all levels of foreign language instruction. For each of the eleven standards, there are specific objectives that define what students should know and can do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.</p>
14. Prerequisites:	Spanish 2
15. Context for Course:	<p>In this advanced language course, which is aligned with the California World Language Standards, students will continue to expand their listening, speaking, reading, and writing skills and build cultural knowledge and understanding. To prepare students for the rigor of the 4th year of advanced placement course, grammar skills and vocabulary development are enhanced and intensified and will be assessed in oral, aural, reading comprehension, and written competencies. The variety and differences of cultures within the Spanish speaking world are highlighted and students will gain a greater understanding of various Hispanic cultures. This course is communication based and it is conducted primarily in Spanish.</p>
16. History of Course Development:	<p>Stages of Learning – For each level of instruction, stages of learning are indicated. There are three stages of learning: beginning, developing, and expanding. The learning stages represent a continuum of development, reflecting the diversity and idiosyncratic nature of individual student learning, as opposed to levels of instruction, defined by years or semesters of classroom instruction. Each learning stage may require more than one level of instruction, depending</p>

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on various factors such as student ability, classroom instruction, diversity of scheduling, and other variables affecting student learning. The beginning stage commences in Level I and may carry over into Level II. The developing stage may begin in Level II and generally includes Level III, perhaps extending into Level IV. The expanding stage will usually incorporate instruction initiated in Level IV and possibly continue through Level VI.

Beginning Stage – Students can communicate with memorized phrases and words. Expressing basic wants and needs is accomplished with simple statements such as “I would like to go to the movies.”

Developing Stage – Students are not only able to express basic wants and needs, but can also elaborate on them. For example, “I would like to go to the movies, but I don’t have any money because I spent it all on CDs yesterday.”

Expanding Stage – Students can communicate in more complex and involved situations, can respond to problems, and can resolve those problems using the foreign language. For example, “I would like to go to the movies, but I don’t have any money. Could you loan me some money and I’ll pay you back when I have the chance?”

17. Textbooks:	Descubre 3 Vista Higher Learning, 2013 ISBN: 1618572008
18. Supplemental Instructional Materials:	None

C. COURSE CONTENT

1. Course Purpose:
A key element to success in our current world is the ability to speak other peoples’ languages and to function with people from other cultures. In our own state alone, proficiency in languages in addition to English is critical simply as a means for communicating with one another.

- 2. Course Outline:**
- Standard 1 – Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions. (Interpersonal)
- Standard 2 – Students understand and interpret written and spoken language on a variety of topics. (Interpretive)
- Standard 3 – Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Presentational)
- Standard 4 – Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studies.
- Standard 5 – Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- Standard 6 – Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 7 – Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.
- Standard 8 – Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

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Standard 9 – Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Standard 10 – Students use the language both within and beyond the school setting.

Standard 11 – Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

IN ADDITION, STUDENTS WILL LEARN CONTENT IN THE FOLLOWING THEMES:

THEME 1: PERSONAL RELATIONSHIPS

STUDENTS WILL BE INTRODUCED TO VOCABULARY FOR DESCRIBING PERSONALITY, EMOTIONAL STATES, FEELINGS, AND RELATIONSHIPS. STUDENTS WILL REVIEW GRAMMAR INCLUDING THE PRESENT TENSE, SER VS. ESTAR, AND THE PRESENT PROGRESSIVE TENSE. STUDENTS WILL EXPAND THEIR ABILITY TO DESCRIBE IN THE PRESENT, NARRATE IN THE PRESENT, AND EXPRESS PERSONAL RELATIONSHIPS. FOCUSING CULTURALLY ON HISPANICS IN THE UNITED STATES, STUDENTS WILL LEARN ABOUT INTERCULTURAL RELATIONSHIPS. THEY WILL LEARN ABOUT CULTURAL ORGANIZATIONS SUCH AS THE SPANISH NATIONAL ORGANIZATION OF THE BLIND (ONCE) AS THEY WATCH A SHORT FILM ON A RELATIONSHIP ("DI ALGO"). STUDENTS WILL READ POETRY BY PABLO NERUDA ABOUT A RELATIONSHIP ("POEMA 20"), AND READ ABOUT HIGH-ACHIEVING MINORITY FIGURES AND THEIR RELATIONSHIPS (SONIA SOTOMAYOR). A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL ANALYZE AND DESCRIBE DATING TRADITIONS THEY HAVE LEARNED IN AN E-MAIL OR A CONVERSATION (INTERPERSONAL MODE) OR RESEARCH OTHER HIGH-ACHIEVING MINORITY FIGURES AND WRITE A SHORT COMPOSITION (PRESENTATIONAL MODE).

THEME 2: LEISURE ACTIVITIES

STUDENTS WILL BE INTRODUCED TO VOCABULARY RELATED TO MUSIC AND THEATER, RECREATION, SPORTS AND GAMES, AND ENTERTAINMENT. STUDENTS WILL REVIEW AND EXPAND GRAMMAR INCLUDING DIRECT AND INDIRECT OBJECT PRONOUNS, THE VERB GUSTAR AND SIMILAR VERBS, AND REFLEXIVE VERBS. STUDENTS WILL EXPAND THEIR ABILITY TO AVOID REDUNDANCY, EXPRESS PERSONAL LIKES AND DISLIKES, AND DESCRIBE DAILY ROUTINES AND ACTIVITIES. FOCUSING ON THE CULTURE OF MEXICO, STUDENTS WILL LEARN ABOUT THE ENTERTAINMENT INDUSTRY BY STUDYING MEXICAN CINEMA (ACTORS SALMA HAYAK AND GAEL GARCIA BERNAL; DIRECTORS ALFONSO ARAU, ALFONSO CUARÓN, ALEJANDRO IÑÁRRITU, AND GUILLERMO DEL TORO), AND BULLFIGHTING. STUDENTS WILL EXPLORE THE CONCEPT OF TONE AS THEY READ A SHORT STORY ABOUT TELEVISION ("IDILIO") AND EXPLORE CONFUSING FICTION WITH REALITY. A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL PRESENT SITUATION SKITS ABOUT DAILY ROUTINES OR A SCENE ABOUT SEEING A FRIEND AT A CAFÉ (PRESENTATIONAL MODE) THEN WRITE AN E-MAIL TO A FRIEND DESCRIBING THE SCENE USING DIRECT AND INDIRECT PRONOUNS (INTERPRETIVE AND INTERPERSONAL MODES).

THEME 3: DAILY LIFE

STUDENTS WILL BE INTRODUCED TO VOCABULARY RELATED TO HOUSEHOLD TASKS, SHOPPING, EXPRESSIONS OF FREQUENCY, AND DAILY LIFE. STUDENTS WILL REVIEW AND LEARN GRAMMAR INCLUDING THE PRETERIT, THE IMPERFECT, THE PRETERIT VS. THE IMPERFECT, AND THE PAST PARTICIPLE (PRESENT PERFECT TENSE). STUDENTS WILL EXPAND THEIR ABILITY TO NARRATE IN THE PAST, EXPRESS COMPLETED PAST ACTIONS AND EXPRESS HABITUAL OR ONGOING PAST EVENTS AND CONDITIONS. WITH A FOCUS ON THE CULTURE OF SPAIN, STUDENTS WILL LEARN ABOUT SPAIN'S ROYAL FAMILY (WITH AN EMPHASIS ON LETIZIA ORTIZ), AND DAILY LIFE IN SPAIN BY WATCHING A VIDEO ABOUT SHOPPING IN BARCELONA. STUDENTS WILL WATCH A SHORT FILM WHERE AN ORDINARY ENCOUNTER WITH A

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STRANGER IN A MARKET TURNS INTO SOMETHING UNEXPECTED ("ADIÓS MAMÁ"). STUDENTS WILL RECOUNT WHAT HAPPENED IN THE FILM AND DISCUSS SAFETY RULES ABOUT STRANGERS (INTERPRETIVE AND PRESENTATIONAL MODES). STUDENTS WILL READ AND DISCUSS A CONVERSATIONAL POEM BY ROSARIO CASTELLANOS ("AUTORETRATO") AND LEARN ABOUT ART THAT DEPICTS DAILY LIFE (DIEGO VELÁZQUEZ). A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL SHARE AN ANECDOTE (AS AN E-MAIL, SHORT PARAGRAPH OR CONVERSATIONAL POEM) ABOUT SOMETHING FUNNY OR EMBARRASSING THAT HAPPENED IN THE PAST USING THE PRETERIT AND THE IMPERFECT TENSES (PRESENTATIONAL MODE).

THEME 4: HEALTH AND WELL-BEING

STUDENTS WILL BE INTRODUCED TO VOCABULARY FOR TALKING ABOUT HEALTH AND ILLNESS, AND GIVING ADVICE AND RECOMMENDATIONS. STUDENTS WILL LEARN GRAMMAR INCLUDING THE SUBJUNCTIVE IN NOUN CLAUSES, COMMAND FORMS, AND POR AND PARA. FOCUSING ON SOUTH AMERICA, STUDENTS WILL GAIN CULTURAL UNDERSTANDING ABOUT COLUMBIAN HERBAL MEDICINE, CICLOVÍA AS A FORM OF COMMUNITY RECREATION, AND HEALTH SYSTEMS IN VARIOUS SPANISH-SPEAKING COUNTRIES. STUDENTS WILL WATCH A VIDEO ABOUT PHARMACIES IN ECUADOR AND A SHORT FILM ABOUT A RELATIONSHIP BETWEEN THE YOUNG AND THE OLD AND A PERSON LIVING IN A NURSING HOME, AND A DIFFICULT SITUATION THAT BECOMES EVEN MORE COMPLICATED ("ÉRAMOS POCOS"). STUDENTS WILL ALSO LEARN ABOUT A FIGHT AGAINST A TERRIBLE DISEASE IN COLUMBIA ("CEGUERA DE LOS RÍOS"). A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL PRODUCE A DIALOG BETWEEN A SICK PATIENT AND A DOCTOR, USING NEWLY ACQUIRED VOCABULARY, COMMAND FORMS AND THE SUBJUNCTIVE MOOD (INTERPERSONAL AND PRESENTATIONAL MODES).

THEME 5: TRAVEL

STUDENTS WILL BE INTRODUCED TO VOCABULARY RELATING TO TRIPS, LODGING, SECURITY AND ACCIDENTS, AND TOURING. STUDENTS WILL LEARN GRAMMAR INCLUDING COMPARATIVES AND SUPERLATIVES; NEGATIVE, AFFIRMATIVE AND INDEFINITE EXPRESSIONS; AND THE SUBJUNCTIVE IN ADJECTIVE CLAUSES. STUDENTS WILL EXPAND THEIR ABILITY TO MAKE COMPARISONS, USE NEGATIVE, AFFIRMATIVE AND INDEFINITE EXPRESSIONS AND EXPRESS UNCERTAINTY AND INDEFINITENESS. FOCUSING ON THE CULTURE OF CENTRAL AMERICA, STUDENTS WILL LEARN ABOUT LA RUTA DEL CAFÉ, VEGETABLES NATIVE TO LATIN AMERICA, THE PANAMA CANAL AND PLANNING A VACATION TO COSTA RICA. STUDENTS WILL LEARN HOW TO TALK ABOUT CHANCE AND COINCIDENCE BY EXPANDING ON A SHORT FILM ABOUT A MISPLACED ITEM OF VALUE ("EL ANILLO") (INTERPRETIVE MODE). STUDENTS WILL LEARN ABOUT MAGICAL REALISM ("LA LUZ ES COMO EL AGUA" BY GABRIEL GARCÍA MARQUEZ) AND THE MAYAN EMPIRE ("LA RUTA MAYA"). A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL WORK IN GROUPS TO TALK ABOUT A FICTITIOUS TRIP THEY TOOK IN CENTRAL AMERICA. THEY WILL COMPARE THEIR TRIP WITH ANOTHER GROUP, USING COMPARATIVE WORDS AS WELL AS AFFIRMATIVE AND NEGATIVE EXPRESSIONS (INTERPERSONAL AND PRESENTATIONAL MODES).

THEME 6: NATURE AND THE ENVIRONMENT

STUDENTS WILL BE INTRODUCED TO VOCABULARY RELATED TO NATURE, ANIMALS, NATURAL PHENOMENA AND THE ENVIRONMENT. STUDENTS WILL LEARN AND REVIEW GRAMMAR INCLUDING THE FUTURE TENSE, THE SUBJUNCTIVE IN ADVERBIAL CLAUSES, AND PREPOSITIONS A, HACIA AND CON. STUDENTS WILL EXPAND THEIR ABILITY TO DESCRIBE AND NARRATE IN THE FUTURE; EXPRESS PURPOSE, CONDITION, AND INTENT; AND DESCRIBE RELATIONSHIPS BETWEEN THINGS/PEOPLE/IDEAS. WITH A FOCUS ON THE CARIBBEAN, STUDENTS WILL LEARN ABOUT CORAL REEFS, SUBMARINE PARKS, TROPICAL FORESTS (EL YUNQUE NATIONAL FOREST), AND ENVIRONMENTAL CONSERVATION ON THE PUERTO RICAN ISLAND OF VIEQUES. STUDENTS WILL DISCUSS THE ISSUE OF DROUGHT AND WATER SHORTAGE BY WATCHING A SHORT FILM ("EL DÍA MENOS PENSADO") (INTERPRETIVE MODE). STUDENTS WILL LEARN HOW AN AUTHOR DEPICTS THE PASSING OF TIME THROUGH THE NATURAL PHENOMENON OF AN ECLIPSE (EL ECLIPSE) AND THE CONSERVATION

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EFFORTS OCCURRING TO PROTECT THE BIOLUMINESCENCE IN VIEQUES, PUERTO RICO. A CRITICAL THINKING PROJECT WILL BE GIVEN AT THE END OF THE UNIT. FOR EXAMPLE, STUDENTS WILL WORK IN PAIRS TO PREPARE A TOURISM BROCHURE TO A LOCAL NATIONAL PARK IN THE SPANISH-SPEAKING WORLD USING THE UNIT VOCABULARY AND THE FUTURE TENSE (INTERPRETIVE AND PRESENTATIONAL MODES).

3. Key Assignments:

Performance indicators in Communication include:

- Role-play of conversations
- Sharing of opinions with classmates on familiar topics of interest, e.g., films, musical groups, athletic teams
- Describing the weather in different regions
- Demonstrating understanding of an authentic hotel guide by matching particular hotels to written descriptions of specific travelers' needs
- Demonstrating understanding of foreign cultural travel ads by identifying destination, price, departure/arrival times, and intermediate stops of the trip
- Demonstrating understanding of authentic catalogue order forms or job application forms by appropriately filling them out
- Creating short written pieces such as children's "books" or travel brochures
- Writing a letter to an advice column explaining a personal problem and requesting help in solving it
- Selecting a famous tourist attraction in the foreign culture and describe (orally or in writing) certain aspects of the attraction, e.g., history, architecture, current relevance, etc.

Performance indicators in Culture include:

- Listing cultural similarities and differences observed in a film or a literary work from the foreign culture, e.g., family roles and relationships, methods of conflict resolution, use of leisure time
- Listing ways in which geographical features have affected culture, e.g., the development of winter sports in the mountains, eating more seafood along the coast, etc.
- Conducting research on the regional differences in a province or country in which the foreign language is spoken and explain how geography and/or history influences such differences, e.g., language, cooking, style of homes, clothing, etc.
- Researching traditional clothing of various regions of the countries where the foreign language is spoken and explain the influence of geography and climate
- Discussing the importance of and identify possible causes for identified current events in the foreign culture
- Comparing attitudes toward the use of alcoholic beverages in the foreign culture and the United States

Performance indicators in Connections include:

- Conducting Internet research on contemporary cultural practices and products of the foreign culture
- Presenting findings from foreign culture media research (e.g., magazines, newspapers, Internet, TV stations, etc.) on selected topics of contemporary society
- Viewing current videos to understand the roles of males and females in the foreign culture
- Using a variety of authentic sources to prepare reports on topics of personal interest, comparing foreign culture perspectives to information available on the same topics from an American viewpoint

Performance indicators in Comparisons include:

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- Applying the correct possessive structures in communicating in the foreign language
- Explaining the historical reasons for specified place names in California
- Reading a poem with correct intonation, phrasing, and stress
- Noting and explaining foreign culture contributions (e.g., advertising, architectural styles, etc.) as evidence in the print media in the United States

Performance indicators in Communities include:

- Asking informed, comprehensible questions that can be answered by a native guest speaker, following a presentation
- Initiating a conversation or respond in the foreign language when encountering the foreign language teacher or other speakers of the language outside the classroom
- Inviting identified community members to class to explain how they use the foreign language in their occupations, e.g., health care workers, executive assistants in corporations, police officers, etc.
- Attending a performance of a ballet or theatrical play representative of the foreign culture
- Attending an international soccer game

4. Instructional Methods and/or Strategies:

Communication is primarily in Spanish, practice is provided in oral and written communication, and there is an emphasis on cultural comparisons.

5. Assessment Including Methods and/or Tools:

THE EVALUATION OF STUDENT PROGRESS AND EVALUATION WILL BE BASED ON THE FOLLOWING CRITERIA OUTLINED IN BOARD POLICY:

- ASSESSMENTS: 60-75% OF THE FINAL GRADE
- ASSIGNMENTS AND CLASS DISCUSSIONS: 25-40% OF THE FINAL GRADE