

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national World Readiness Standards for Learning Languages.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through development of interpersonal, presentational and interpretive skills.
- Develop an understanding of the target culture.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

SPANISH III H: COURSE #571

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: 80 or higher in Spanish II H

Proficiency Target for Course: Intermediate-Mid

Target skills

- Use a variety of words, expressions and personalized vocabulary on a wide range of familiar topics with detail.
- Use strings of sentences to describe or explain.
- Combine sentences using connector words to create original sentences.
- Pose questions to direct or advance a work.
- Begin to describe and explain across time frames.
- Interpret the main ideas from audio and text.

Example Thematic Units/Vocabulary/Structures to support growth toward target

<u>Example Themes</u>	<u>Essential Questions</u>	<u>Learning Objectives</u>
<ul style="list-style-type: none">- Social Media and You- Fun in the Outdoors- A Time to Help- A Better Future- Who Inspires You?- Friendship, Love and Conflicts- A Trip to Spain- Schooling Here and Abroad?	<ul style="list-style-type: none">- What can social media say about you and others?- How can I make a difference in my community?- What impact will my actions today have on the environment in the future?- What makes a hero?- How do the relationships you have help define you?- How does travel change your perspective?- What makes a good school?	<ul style="list-style-type: none">- Describe yourself and others.- Talk about a past vacation.- Organize and persuade others in a social action project.- Present possible solutions to environmental issues.- Compare heroes here and abroad.- Interpret authentic audio and text.- Compare schools here and abroad.- Talk about the ideal friend.

Vocabulary Addressed

Adjectives for description, vacations, extreme sports, volunteer activities, organizing a project, the environment, friendship, conflict and resolution, travel: in the airport, taxi, hotel, museum, school activities

Structure for Communication

Present tense, Past for narration, Future, Conditional, Present Perfect, Subjunctive with noun and adjective clauses, nosotros commands

Assessed Skills for Communication

Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Assessed Skills for Communication (continued)

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. *Lifelong Learning:* Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.