

Spanish Three

Instructor: Phil Bischoff

Textbook: *¡Avancemos!*
Level 3

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The purpose of this course is to nurture students' ability to read, write, listen and speak Spanish and to continue learning about Hispanic culture. There are three reasons for doing so: 1) for the glory of God who created every language and culture 2) to help students in their future education and career by providing a valuable skill and increased cultural sensitivity and 3) to help give them the skills necessary to carry the Gospel to the 350 million Spanish-speaking people on the planet.

During this course, students will:

- Learn, practice and retain Spanish vocabulary and phrases
- Practice recognizing cognates and word families to increase comprehension
- Learn and apply principles of grammar and syntax to everyday communication
- Combine newly-learned and previously-mastered grammatical structures and vocabulary to write sentences and paragraphs
- Continue to grow in language proficiency by reading.
- Evaluate cultural themes in light of the truths of God's Word.
- Have a basic acquaintance with Spanish religious vocabulary and syntax through exposure to the Bible and WELS religious books.
- Demonstrate competency through written and oral tests.
- Demonstrate proficiency by teaching a complete Sunday School lesson in Spanish.

The goal of this course is to develop the students' ability to comprehend and produce spoken and written Spanish to its maximum potential. By God's grace each student will advance mightily in the skill and confidence needed to communicate the most important message on Earth — the Gospel of Jesus Christ.

Instructional Strategies:

Lecture/presentation — 25%

Teacher/student-led Spanish Bible stories — 25% (4th Q)

Pairwork activities—15%

Guided reading activities — 15%

Audio/Visual — 15%

Homework and test review — 5%

Semester 1 grade:

1st Quarter + 2nd Quarter — 80%

Final Exam — 20%

Grading:

Tests/Major Projects — 35%

Quizzes — 30%

Homework—20%

Classwork/Small Projects—15%

Semester 2 grade:

3rd Quarter + 4th Quarter — 80%

VBS Lesson — 20%

Course Outline

Phase One: Readin', Ritin', Recitin', and Retainin' (i.e. "the book")

Goals:

- Review and new grammar paced as appropriate
- All units integrate a *fotonovela*, listening activities, and other audio/visual presentations
- Continued exposure to natural authentic language
- Continued opportunity to produce language, both written and oral
- Increased motivation to use Spanish by introducing interesting or debatable topics
- Exposure to and opportunity to discuss Hispanic culture through Hispanic literature

Content Summary:

- Lección Preliminar: Una vida ocupada
 - Talking about yourself and your friends
 - Verbs like **gustar**
 - Present tense of regular verbs
 - Saying what you know how to do
 - Present tense of irregular verbs
 - Present tense of irregular **yo** verbs
 - Stem-changing verbs
 - The verbs **decir**, **tener**, and **venir**
 - Talking about people and places you know
 - **Saber** or **conocer**
 - **Ser** or **estar**
- Unidad 1.1 Vamos a acampar
 - Themes
 - Describe a camping trip
 - Talk about what you did with friends
 - Talk about nature
 - Using
 - Preterite tense of regular verbs
 - Irregular preterites
- Unidad 1.2 Camos a la playa
 - Themes
 - Talk about family vacations
 - Discuss activities, skills, and abilities,
 - Describe a place and its climate
 - Using
 - Imperfect tense
 - Preterite vs. Imperfect
- Unidad 2.1 Todos para uno y uno para todos
 - Themes
 - Describe volunteer activities
 - Organize people to do a project
 - Persuade or influence others
 - Using

- **Tú** commands
 - **Usted(es), nosotros** commands
 - Polite requests
- Unidad 2.2
 - Themes
 - Make requests and recommendations
 - Express opinions
 - Talk about media and the community
 - Using
 - Pronouns with commands
 - Impersonal expressions + infinitive
 - Impersonal constructions with **se**
- Unidad 3.1 ¿Cómo sera el futuro?
 - Themes
 - Discuss the impact of technology
 - Express environmental concerns and possibilities
 - Make predictions and discuss causes and effects
 - Using
 - Future tense
 - The prepositions **por** and **para**
- Unidad 3.2 Por un futuro mejor
 - Themes
 - Discuss obligations and responsibilities
 - Present and support an opinion
 - Express a point of view and make recommendations
 - Using
 - Present subjunctive of regular verbs
 - More subjunctive verb forms
- Unidad 4.1 ¿Quién te inspira?
 - Themes
 - Describe people
 - Tell others what to do
 - Express wishes and desires
 - Using
 - Subjunctive with **ojalá** and verbs of hope
 - Subjunctive with verbs of influence
 - suffixes
- Unidad 4.2 ¿Quiénes son los héroes?
 - Themes
 - Describe people and things
 - Express doubt, denial and disbelief
 - Express positive and negative emotions
 - Using
 - Subjunctive with doubt
 - Subjunctive and emotion

- Unidad 5.1 Comuniquémonos entre naciones
 - Themes
 - Talk about personal items
 - Talk about requirements
 - Express what does and doesn't exist
 - Using
 - Expressions with **sea**
 - Subjunctive with conjunctions
 - Subjunctive with the unknown
- Unidad 5.2 nuevos amigos, nuevas oportunidades
 - Themes
 - Say what would or would not happen
 - Report what someone said
 - Talk about the day's activities
 - Using
 - **Qué and cuál**
 - Conditional tense
 - Reported speech
- Unidad 6.1 La vida en la ciudad
 - Themes
 - Talk about the neighborhood
 - Describe places and things
 - Say what has happened
 - Using
 - Past participles as adjectives
 - Present perfect
- Unidad 6.2 Fuera de la ciudad
 - Themes
 - Describe an excursion
 - Express what will have happened
 - Talk about the history of a place
 - Using
 - Past perfect
 - Future perfect
- Unidad 7.1 Recuerdos
 - Themes
 - Relate what others wanted you to do
 - Express past assumptions and emotions
 - Discuss work and school activities
 - Using
 - Imperfect subjunctive
 - Subjunctive of perfect tenses (present and past)
- Unidad 7.2 Nuevos principios
 - Themes
 - Talk about career possibilities
 - Hypothesize

- Narrate in the past
 - Using
 - **Si** clauses
 - Sequence of tenses
- Unidad 8.1 cuentos y poesía
 - Themes
 - Discuss and critique literature
 - Talk about what you were doing in the past
 - Link events and ideas
 - Using
 - Past progressive
 - Conjunctions
- Unidad 8.2 El drama
 - Themes
 - Read and interpret a short play
 - Talk about unplanned occurrences
 - Express opinions about a text
 - Using
 - **Si** clauses
 - Literary vocabulary

*Each unit segment has a range of 10-15 days.

Phase Two: Spanish Vacation Bible School

Goals:

- Stronger faith through study of God's Word
- Stronger desire to evangelize
- Increased familiarity with basic Bible stories
- Proficiency in basic "religious" Spanish vocabulary
- Ability to articulate spiritual truths in Spanish
- Increased proficiency in Spanish through exposure to authentic language
- Awareness of proper method for teaching from the Bible
- Motivation for ministry

Content Summary:

- Using series "A" of Historias Bíblicas Para Niños, the instructor teaches about 10 Bible stories as if in a real Spanish-speaking VBS situation. (The students enjoy pretending to be 8 years old.) Almost no "Spanish" is taught – instead, the class focuses on learning and applying the material in Spanish, as if learning these truths for the first time. The instructor consciously models appropriate teaching techniques, using a variety of methods (but never English!) to overcome the language barrier. Special emphasis is always given to the law/gospel application of each Bible Story, and not just the facts of what happened. It is essential for the students to know and be able to articulate not only "what happened?" but also "what does this mean?" and "so what?"

- Tests are given periodically which test student competency to answer all three of the above questions. Each Bible story also includes a memory verse which the students learn by heart.
- As a culminating activity for the entire year, students then teach a lesson of their own, careful to be both understandable in Spanish and theologically appropriate in their teaching.

Range of Days: 35-45

Textbook: Historias Bíblicas Para Niños (various stories)

This course supports the following WISCONSIN STATE STANDARDS in every chapter:

A: INTERPERSONAL CONVERSATION

Beginning (Receptive – Imitative)

- A.1. Conversations: Students will carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do
- A.2. Questions: Students will ask questions, including biographical information

B: INTERPRETIVE: LISTENING AND READING

Beginning (Receptive – Imitative)

- B.1. Listening: Students will understand spoken language on familiar topics that has strong visual support
- B.2. Listening: Students will comprehend simple daily conversations on familiar topics and selected, age-appropriate authentic recordings, broadcasts, and videos
- B.3. Reading: Students will understand written material on familiar topics that have strong visual support
- B.4. Reading: Students will comprehend the main idea of selected, short authentic written materials

C: PRESENTATIONAL: SPEAKING AND WRITING

Beginning (Receptive – Imitative):

- C.4. Recounting events: Students will tell a simple story
- C.5. Forms of writing: Students will write personal journals and/or brief messages to friends (postcard, letter or e-mail)

CULTURE

D: PRACTICES

Beginning (Receptive – Imitative):

- D.2. Cultural activities: Students will participate in and learn about age-appropriate cultural activities (such as games, songs, and holiday celebrations)
- D.3. Beliefs and attitudes: Students will identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family

G: ADDED PERSPECTIVE

- G. 1. Popular media: Students will read, view, listen to, and talk about subjects contained in popular media from other countries in order to gain a perspective on other cultures

COMPARISONS

H: LANGUAGE

- H.1. Structures: Students will identify cognates (words similar to English), word roots, prefixes, suffixes, and sentence structure to derive meaning
- H.4. Cultural characteristics: Students will identify cultural characteristics of languages such as formalities, levels of politeness, informal and formal language
- H5. Phonetics: Students will compare the sound-symbol association of English to that of the language studied

I: CULTURE

- I.3. Characteristics of culture: Students will understand the concept of culture as they compare other cultures to their own

J: PRACTICAL APPLICATIONS

- J.1. Service: Students will provide service to their school and community through such activities as tutoring, teaching, translating, interpreting, and assisting speakers of other languages

K: PERSONAL ENRICHMENT

- K.3. Understanding: Students will deepen their understanding of other cultures through various avenues; such as cuisine, sports, theater, dance, and art
- K.4. Further learning: Students will look for opportunities to learn more about languages and cultures

APPENDIX
DEPARTMENT OUTCOMES SUPPORTED

PHASE ONE –

1. Effective communicators who
 - 1.1 Create appropriately with the target language in personal communication.
 - 1.2 Incorporate correct grammar with the spoken and/or written language.
 - 1.3 Write clearly and with a purpose.
2. Language learners who
 - 2.2 Recognize cognates.
 - 2.3 Incorporate previously learned vocabulary and grammatical structures in new applications.
 - 2.4 Actively listen to spoken language.
 - 2.5 Understand the interrelationship of the components of the target language.
3. Collaborative contributors who
 - 3.1 Critique and evaluate the work of peers.
 - 3.2 Produce quality work.
 - 3.3 Function both independently and cooperatively of peers.
4. Self-directed learners who
 - 4.1 Assume responsibility for their own learning.
 - 4.2 Employ appropriate learning strategies in different situations.
5. Culturally sensitive individuals who
 - 5.1 Evaluate the target culture from a Christian perspective.
 - 5.2 Relate language to culture.
 - 5.3 Compare and contrast other cultures with their own culture.

PHASE TWO –

1. Effective communicators who
 - 1.1 Create appropriately with the target language in personal communication.
2. Language learners who
 - 2.1 Compare and contrast English with the target language.
 - 2.2 Recognize cognates.
 - 2.3 Incorporate previously learned vocabulary and grammatical structures in new applications.
 - 2.4 Actively listen to spoken language.
3. Collaborative contributors who
 - 3.1 Critique and evaluate the work of peers.
 - 3.2 Produce quality work.
 - 3.3 Function both independently and cooperatively of peers.
4. Self-directed learners who
 - 4.1 Assume responsibility for their own learning.
 - 4.2 Employ appropriate learning strategies in different situations.
5. Culturally sensitive individuals who
 - 5.1 Evaluate the target culture from a Christian perspective.
 - 5.2 Relate language to culture.

5.3 Compare and contrast other cultures with their own culture.

SCHOOL OUTCOMES SUPPORTED

This course supports the SCHOOL OUTCOMES in every phase:

- 1) Students will have an opportunity to demonstrate the Spirit-worked fruits of their faith as we discuss and evaluate cultural themes over against the teachings of scripture. They will also be given opportunity to share their faith as they teach a Spanish-language Bible class.
- 2) Students will be given opportunity to think perceptively as they are exposed to various aspects of Hispanic culture which are Christian (but not Lutheran) and pseudo-Christian. They will build on their past experience with language structure to develop their comprehension abilities further.
- 3) Effective meaningful communication with others is the goal of foreign language study. Spanish is a vehicle for that communication. Pair work will emphasize cooperation and interpersonal communication.
- 4) This course will teach the student how to develop his or her abilities further, outside the classroom. Reading assignments and other exploration of Hispanic culture will allow the student to grow independently. This course will emphasize building on previously-learned skills to develop new and deeper ability.
- 5) The students will leave the class with a deeper appreciation for other cultures, and a more developed ability to share the Gospel with those cultures.
- 6) Spanish is an important skill for the American of the 21st Century. This class will help give students that skill.