



Department of Teaching & Learning
Parent/Student Course Information

SPANISH III
(FL 5530)

One year, One credit

GRADE 8 (Great Neck, Landstown, Lynnhaven, Old Donation, Plaza, and Princess Anne Middle Schools only)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students begin the sequential development of all communicative skills. They use the language for oral and written communication, interpretation of spoken and written information, and presentations to audiences of listeners and readers. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Spanish II

OPTIONS FOR NEXT COURSE

Spanish IV

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., French I or Latin I (Grades 6-12), German I, Japanese I (Grades 7-12) or Russian (Grades 9-12)

REQUIRED STUDENT TEXTBOOK

¡Avancemos!, Level 3 (Houghton Mifflin, 2013)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal text with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from primary sources, print media, and audio/visual media.

SPANISH III

GOALS AND STANDARDS

Interpersonal Communication

- SIII.1 The student will engage in original and spontaneous oral and written communications in Spanish.
1. Express opinions, preferences, and desires, and elicit those of others.
 2. Use level-appropriate vocabulary and structures to express ideas about topics and events found in a variety of authentic Spanish sources.
- SIII.2 The student will initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
1. Participate in sustained exchanges that reflect major timeframes.
 2. Exchange detailed information on familiar topics in a variety of interpersonal contexts.
 3. Use nonverbal communication, paraphrasing, and circumlocution to convey and comprehend messages in level-appropriate Spanish.

Listening and Reading for Understanding

- SIII.3 The student will understand spoken and written Spanish presented through a variety of media and based on new topics in familiar contexts.
1. Identify main ideas and pertinent details when listening to or reading materials in a familiar context, such as live and recorded conversations, short lectures, podcasts, videos, reports, graphics, and literary selections.
 2. Understand culturally authentic, level-appropriate materials that present new information in familiar contexts.
 3. Understand and respond appropriately to instructions presented in more complex informational materials, such as instructions for public transportation or using technology.

Presentational Communication: Speaking and Writing

- SIII.4 The student will present information orally and in writing in Spanish, recombining familiar elements to create original sentences in paragraphs that are increasingly complex.
1. Summarize and communicate orally and in writing main ideas and supporting details from a variety of authentic language materials.
 2. Use major timeframes, word order, and other level-appropriate language structures with increasing accuracy.
- SIII.5 The student will present in Spanish student-created and culturally authentic products, such as stories, poems, songs, and skits.
1. Produce well-organized spoken and written presentations to suit the type of audience and the purpose of the presentation.
 2. Use various verbal and nonverbal presentational techniques such as voice inflection, visual aids, and technological support.

Cultural Perspectives, Practices and Products

- SIII.6 The student will examine in Spanish the interrelationships among the perspectives, practices, and products of Spanish-speaking cultures.

1. Examine how and why products such as natural and manufactured items, inventions, the arts, forms of recreation, pastimes, regionally-specific language, and symbols reflect practices and perspectives of Spanish-speaking cultures.
2. Compare and contrast the viewpoints of Spanish-speaking people and the ways these perspectives are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
3. Investigate the interrelationship of geography and history in the development of Spanish-speaking cultures.

Making Connections through Language

- SIII.7 The student will use Spanish to reinforce and broaden understanding of connections between Spanish and other subject areas.
1. Discuss aspects of the Spanish language and Spanish-speaking culture(s) found in other subject areas.
 2. Make connections between topics studied in other subject areas and those discussed in Spanish class, such as the environment, political figures, and the arts.
 3. Use authentic resources to expand knowledge acquired in other subject areas.

Linguistic and Cultural Comparisons

- SIII.8 The student will strengthen knowledge of English and other languages through study and analysis of increasingly complex elements of the Spanish language.
1. Demonstrate that language and meaning do not transfer directly from one language to another.
 2. Demonstrate that vocabulary, linguistic structures, and tense usage in English may differ from those of Spanish.

- SIII.9 The student will investigate and discuss why similarities and differences exist within and among cultures.
1. Discuss the influences of historical and contemporary events and issues on Spanish-speaking countries or regions and the United States.
 2. Compare and contrast aspects of Spanish-speaking cultures, such as language, religion, art, architecture, music, and literature, with those of other cultures.

Interacting in School and Global Communities

- SIII.10 The student will apply Spanish language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
1. Compare in Spanish aspects of the Spanish-speaking cultures obtained from interaction with Spanish speakers, authentic media and technology.
 2. Use Spanish-language resources, such as individuals and organizations in the community or accessible through technology, to reinforce cultural understanding.

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Produced by the Department of Media and Communications for the Department of Teaching and Learning.
For further information, please call (757) 263-1070.

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School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 5-7, 5-19, 5-20, 5-44, 6-33, 6-7, 7-48, 7-49, 7-57 and Regulations 2-33.1, 4-4.1, 4-4.2, 4-4.3, 4-6.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

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Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write The Department of Teaching and Learning, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD) or email Jennifer Carson at Jennifer.Carson@vbschools.com.

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