

Syllabus

Spanish 3, Semester A

Course Overview

Learning a language is a multi-faceted experience in which you are introduced to a whole new set of words and ways of expressing yourself with words, along with new cultures formed by people who have been speaking that language for centuries. The Spanish-speaking world is vast and rich, spanning Spain in the Iberian Peninsula and many parts of North, Central, and South America, all with varied ethnic and political histories and cultures.

In Spanish 3A, you'll be reintroduced to Spanish in common situations, beginning with various daily routines, describing friends and family, childhood memories and activities, and childhood hopes and aspirations. You'll discuss and describe art, such as paintings and sculptures, and literature, such as novels and novellas, and give reactions and form opinions about art and literature. You'll also understand the process of selecting and applying to a university, aspirations at the university, and dealing with leaving home and moving into a dormitory. Further, you will describe university life and expectations from the university experience. You'll explore the dynamics and challenges of multiethnic and developing societies, environmental and social issues, causes and possible resolutions, and learning about unfamiliar countries using technology. Finally, you'll discuss current events reported in the media, different types of classified and other types of advertisement in the media (both print and online), the sections and supplements of a newspaper or magazine, and various jobs available in the media.

You'll build on what you learned in Spanish 2 to communicate by listening, speaking, reading, and writing in Spanish as you internalize new vocabulary and grammar. You'll also learn about some regions of the Spanish-speaking world where the central characters of each unit are visiting. You will build on this semester's work as you advance in your Spanish studies: everything that you learn about a language and the cultures in which it is spoken will serve as a foundation for further learning.

Course Goals

By the end of this course, you will be able to do the following:

- Investigate, subject pronouns, reflexive verbs and reflexive pronouns, possessive adjectives, and definite and indefinite articles.

- Investigate the present tense, the preterite tense, the imperfect tense, and the present subjunctive forms of regular, irregular, and stem-changing verbs, and some verbs that have a special meaning in the preterite.
- Investigate adjectives for nationalities, personality and physical traits, size, color, and emotions, and noun-adjective agreement, and identify adverbs of time and sequencing terms.
- Apply the construction preterite + **hace** + time to express how long ago something happened.
- Investigate comparatives and superlatives.
- Analyze the different meanings and uses of the verbs **ser** and **estar**.
- Apply verbs like **gustar** (**gustar, faltar, encantar, parecer, aburrir, fascinar, interesar, disgustar**) with indirect object pronouns, and investigate direct and indirect object pronouns.
- Apply the regular and irregular conditional mood, the present progressive tense, and the regular and irregular future tense, and the phrase **ir + a + infinitive**.
- Apply the imperfect progressive and the future progressive tense.
- Analyze the use and formation of negative and affirmative **tú, nosotros, usted, and ustedes** commands, and the correct placement of direct and indirect object pronouns (and double object pronouns) when using commands.
- Apply the imperfect subjunctive, the imperfect subjunctive with **si** clauses, and the conditional mood with the imperfect subjunctive.
- Apply adverbial conjunctions of time and the subjunctive with adverbial conjunctives of time, and introduce and apply contrasting (adversative) conjunctions.

Language Skills

Spanish 2 is a prerequisite course for Spanish 3A. The following fundamental concepts and skills will be helpful.

- a basic knowledge of parts of speech, such as noun, verb, subject, adjective, and adverb
- the ability to read and speak English and compose paragraphs or lines of dialogue that form a coherent whole
- a basic understanding of world geography (particularly that of Latin America and Spain)

General Skills

To participate in this course, you should be able to do the following activities:

- Work with word processing software such as Microsoft Word or Google Docs.
- Work with presentation software such as Microsoft Power Point.
- Do research online using various search engines and library databases.

- Communicate through email and participate in discussion boards.

For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document.

Credit Value

Spanish 3A is a 0.5-credit course.

Tips for Language Learning

- Relax and enjoy yourself: To continue learning a new language, you will build on what you have already learned and incorporate new vocabulary and grammar concepts with the old, increasing your ability to communicate by listening, speaking, reading, and writing as you progress. To foster your progress, concentrate on communicating, not on using a new language beyond your current abilities. You will make errors, so look for improvement in your ability to communicate rather than perfect replication of the language you are learning.
- Immerse yourself in the language as much as you can. Replay audio, especially extended audio passages, to gain familiarity with the sound and meanings of the language. Look for opportunities to learn songs and watch multimedia content in the language.
- Take advantage of and create additional opportunities besides those offered in the course to communicate in the language in everyday situations.
 - Use the audio recorder device provided with this course package (or any other recording device installed on your PC) to practice speaking, and play back your recordings to check for vocabulary and grammar usage and clarity of pronunciation (not perfection).
 - Practice reading the language aloud.
 - Use the discussion forums provided to practice communicating in written form with other learners.
 - Look for online language practice chat forums and real-life situations in which you can use the language, at whatever level you are comfortable with.
- Use the opportunities offered in the course to compare your responses with the sample answers provided in written form or as audio files. Your responses need not be exactly the same as the sample answers; rather, you should check for correctness of vocabulary, grammar, and pronunciation. If you're in doubt, you may consult your teacher (or anyone else you know who is proficient in Spanish).
- Learn the language in the context of the words and the situations in which they are used, instead of learning by a process of translation between Spanish and English.
- The language you are learning in this course uses symbols, such as accents. Use these [instructions](#) to learn how to enter these symbols using your keyboard.

Course Materials

- Notebook
- Presentation software
- Computer with Internet connection and speakers or headphones
- Recording device on your computer for practicing and for teacher-submitted audio tasks
- Microsoft Word or equivalent
- Microsoft Excel or equivalent

Course Pacing Guide

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

Unit 1: El pasado

Summary

In this unit, which is set in San Juan, Puerto Rico, you will describe daily routines and tasks. You will review and expand your vocabulary for family, friends, and how to describe them, such as their personality and physical traits, hobbies, and interests. Next, you will discuss childhood memories and games and activities that children enjoy. To conclude, you will discuss childhood aspirations, hopes, and dreams.

Day	Activity/Objective	Type
1 day: 1	Syllabus and Plato Student Orientation <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2-4	La vida diaria <i>Describe daily routines.</i> Grammar and Vocabulary Objectives: <ul style="list-style-type: none"> • Apply subject pronouns (YO, TÚ, ÉL, ELLA, USTED, NOSOTROS, VOSOTROS, ELLOS, ELLAS, USTEDES). • Apply present tense: regular and some irregular verbs (HACER, PONER, TENER, DECIR, SALIR, VENIR, TRAER, CAER). • Apply stem-change reflexive verbs related to daily routine, such as DESPERTARSE, LEVANTARSE, DUCHARSE, MAQUILLARSE, CEPILLARSE, DESVESTIRSE, etc. 	Lesson and Discussion

	<ul style="list-style-type: none"> Apply possessive adjectives, such as: MI(S) – MY; TU(S) – YOUR; SU(S) - HIS, HER, YOUR, THEIR; NUESTRO (-A, -OS, -AS) – OUR; VUESTRO (-A, -OS, -AS) – YOUR. Apply articles with body parts in the context of reflexive verbs. Investigate masculine and feminine, singular and plural definite and indefinite articles. 	
4 days: 5-8	<p>La familia y los amigos Describe family and friends and their personalities, backgrounds, and interests.</p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> Apply correct masculine and feminine definite and indefinite articles. Apply correct noun-adjective agreement. Apply the preterite tense appropriately. Apply the imperfect tense appropriately. Apply nouns related to relationships and hobbies appropriately. Apply adjectives to describe personality traits appropriately. Apply nationalities as both adjectives and nouns and apply correct capitalization rules. Compare the use of the verbs SABER and CONOCER. 	Lesson and Discussion
3 days: 9-11	<p>Los recuerdos de la infancia Describe childhood memories and childhood activities.</p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> Apply imperfect and preterite tenses of regular and irregular verbs appropriately. Apply the preterite tense + HACE + time to express how long ago something happened. Apply nouns related to childhood activities appropriately. Apply verbs related to childhood appropriately. Apply adjectives related to childhood appropriately. 	Lesson and Discussion
3 days: 12-14	<p>Los sueños de la infancia Discuss and compare childhood aspirations.</p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> Analyze the special meanings of verbs in the preterite tense (QUERER, CONOCER, SABER, PODER). 	Lesson and Discussion

	<ul style="list-style-type: none"> • <i>Apply comparisons and superlatives appropriately.</i> 	
3 days: 15–17	Unit Activity—Unit 1	Unit Activity
1 day: 18	Posttest—Unit 1	Assessment

Unit 2: El arte y la literatura

Summary

In this unit, which is set in Madrid, Spain, you will discuss art, such as paintings, sculptures, and literature. This unit begins with you describing art and forming personal opinions about works of art. Then you will describe and discuss reactions to famous sculptures. You will learn to describe literature and the main literary genres, expressing likes and dislikes in terms of literature. To conclude, you will discuss feelings and emotional reactions that art and literature can evoke in people.

Day	Activity/Objective	Type
3 days: 19-21	<p>El arte y los artistas <i>Describe and express opinions about works of art.</i> Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>State opinions using PENSAR, CREER, ADMIRAR, ENCONTRAR, etc.</i> • <i>Apply correct vocabulary related to expressing opinions about art: A DECIR VERDAD (to tell the truth), PARA SER HONESTO (to be honest), DE MUY MAL GUSTO (in very bad taste), etc.</i> • <i>Apply vocabulary to talk about elements in artwork appropriately.</i> • <i>Apply adjectives of size and adjectives used to describe art appropriately.</i> • <i>Apply correct adjectives of emotion (happy, sad, angry), etc.</i> 	Lesson and Discussion
3 days: 22-24	<p>La escultura <i>Demonstrate ability to state reactions to sculptures and other works of art.</i> Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • <i>Determine when to use SER or ESTAR.</i> 	Lesson and Discussion

	<ul style="list-style-type: none"> • Correctly apply idiomatic expressions with ESTAR. • Analyze the changes of meaning depending on use of SER or ESTAR. • Analyze the basic concept of the present subjunctive mood, specifically in expressions such as “I am not in agreement that...,” which trigger the subjunctive. 	
4 days: 25-28	<p>La literatura Discuss Spanish literature and literary genres. Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply verbs like GUSTAR with indirect object pronouns (GUSTAR, FALTAR, ENCANTAR, PARECER, ABURRIR, FASCINAR, INTERESAR, DISGUSTAR) in the affirmative and negative appropriately. • Investigate Arabic origins of Spanish words (AZUL, NARANJA, ALFOMBRA, AÑIL, AZÚCAR, CAFÉ, HASTA, LOCO, etc.). • Apply correct vocabulary related to literature and literary genres. • Apply the present subjunctive as appropriate. 	Lesson and Discussion
4 days: 29-32	<p>Opiniones acerca del arte y la literatura Describe opinions about and emotional reactions evoked by art works and literary works. Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply correct preterite tense stem-changing verbs, such as SENTIR, PREFERIR, SUGERIR, DORMIR, MORIR, PEDIR, SERVIR, REPETIR, SEGUIR, SONREIR, DIVERTIRSE, VESTIR, etc. • Apply the preterite tense of DAR and VER appropriately. • Analyze the use of verbs GUSTAR, PENSAR, CREER, ADMIRAR, ENCONTRAR, etc. in the present tense to state opinions. • Identify adjectives of emotion (FELIZ, TRISTE, ENOJADO, PACÍFICO) etc. and adjectives related to art (MODERNO, CLÁSICO, ABSTRACTO, BRILLANTE, APAGADO, OSCURO, COLORIDO, etc.). 	Lesson and Discussion
3 days: 33-35	Unit Activity—Unit 2	Unit Activity
1 day: 36	Posttest—Unit 2	Assessment

Unit 3: El futuro

Summary

In this unit, which is set in Caracas, Venezuela, you will discuss selecting and starting university studies. Then you will describe aspirations regarding university studies and how to be successful there. You will describe life at a university and what to expect on campus. You will conclude with a discussion about the challenges involved in leaving home and high school and moving into a university dormitory.

Day	Activity/Objective	Type
4 days: 37-40	<p>Prepararse para la universidad <i>Discuss preparing to leave for college.</i> Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply the regular conditional tense appropriately. • Apply the irregular conditional tense (CABER, HABER, PODER, QUERER, SABER, PONER, SALIR, TENER, VALER, VENIR, DECIR, HACER) appropriately. • Apply the regular future tense appropriately. • Apply the irregular future tense (same as irregular verbs in conditional) appropriately. • Correctly apply IR + A + infinitive to indicate doing something in the near future. • Identify and apply sequencing terms (PRIMERO, ANTES DE, DESPUÉS DE, FINALMENTE, etc.). • Apply ANTES DE/DESPUÉS DE + infinitive appropriately. 	Lesson and Discussion
3 days: 41-43	<p>Las realidades de la universidad <i>Discuss future aspirations and how to be successful at a university.</i> Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply the present progressive tense (ESTAR + present participle) to describe an action that is in the process of taking place. • Apply correct formation of affirmative and negative TÚ commands. • Apply correct formation of first person (NOSOTROS) "Let's..." commands. 	Lesson and Discussion
3 days:	La vida en el aula	Lesson and

44-46	<p><i>Describe life at a university and what to expect there.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Investigate affirmative and negative TÚ commands. • Distinguish between TÚ commands and USTED/USTEDES commands. • Apply affirmative and negative USTED and USTEDES commands correctly. • Demonstrate correct placement and knowledge of rules when using direct and indirect object pronouns with commands. 	Discussion
3 days: 47-49	<p>¡Día de mudanza!</p> <p><i>Discuss the challenges involved in moving to a college or university campus.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply affirmative and negative USTED, USTEDES, and TÚ commands with (double) object pronouns correctly. • Correctly apply NOSOTROS commands with (double) object pronouns. • Investigate direct and indirect object pronouns. • Correctly apply vocabulary related to packing and moving. 	Lesson and Discussion
3 days: 50-52	Unit Activity—Unit 3	Unit Activity
1 day: 53	Posttest—Unit 3	Assessment

Unit 4: Los problemas sociales y ambientales

Summary

In this unit, which is set in Buenos Aires, Argentina, you will discuss multi-ethnicity and issues of economic development in Argentina. You will describe how to explore and learn about unfamiliar countries using technology and the Internet. Next, you will discuss environmental issues and their causes in Argentina. You will conclude with a discussion of possible resolutions to various social and environmental problems.

Day	Activity/Objective	Type
3 days: 54-56	<p>Los problemas sociales</p> <p><i>Discuss sociocultural issues in Argentina.</i></p>	Lesson and Discussion

	<p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Identify and discuss social problems in Argentina. • Examine vocabulary related to social issues, such as LIBERTAD, PRENSA, JUNTA/REUNIÓN, RELIGIÓN, etc. • Differentiate between infinitive and subjunctive mood. • Correctly apply present subjunctive with impersonal expressions. • Generate USTED and USTEDES command forms. 	
3 days: 57-59	<p>Explorando un país a través de Internet <i>Apply technology to explore an unfamiliar country.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply technology to compare different cultures. • Distinguish between fact and opinion. • Apply the present subjunctive mood (for opinion) and the indicative mood (for facts). • Investigate present subjunctive with impersonal expressions. • Correctly apply the subjunctive with recommendations. • Investigate interrogatives. 	Lesson and Discussion
3 days: 60-62	<p>El medio ambiente <i>Discuss environmental issues in Argentina.</i></p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Correctly apply vocabulary related to the environment, sustainability, and conservation. • Correctly apply stem-changing verbs in the present subjunctive (PENSAR, PERDER, CONTAR, VOLVER, DORMIR, SENTIR, PEDIR, QUERER, PREFERIR, SUGERIR, etc.). • Investigate uses of POR and PARA. • Correctly apply idioms and expressions with POR and PARA, such as: POR: HABLAR POR ALGUIEN (to speak on someone's behalf), POR ADELANTADO (in advance), POR AHORA (for now), POR CASUALIDAD (by chance), POR DESGRACIA (unfortunately) and PARA: PARA QUE (so that, in order that), PARA SIEMPRE (forever), ESTAR PARA (to be about to), PARA ENTONCES (by that time), etc. 	Lesson and Discussion
4 days: 63-66	<p>La resolución de problemas <i>Discuss various social and environmental issues.</i></p> <p>Grammar and Vocabulary Objectives:</p>	Lesson and Discussion

	<ul style="list-style-type: none"> • Investigate vocabulary and verbs related to social and environmental issues. • Propose solutions to social and environmental issues. • Apply the imperfect subjunctive appropriately. • Apply the imperfect subjunctive with SI clauses. • Apply conditional tenses with imperfect subjunctives appropriately. 	
3 days: 67-69	Unit Activity—Unit 4	Unit Activity
1 day: 70	Posttest—Unit 4	Assessment

Unit 5: El periodismo y la opinión pública

Summary

In this unit, which is set in San José, Costa Rica, you will discuss current events that are reported in the media, such as in newspapers, magazines, and online. Then, you will explore the types and the uses of classified and commercial advertisements in print and online media. Next you will learn about the different sections in a newspaper or magazine, such as editorials, letters to the editor, advice columns, features, and also special supplements and their purposes. Finally, you will discuss jobs available in the media.

Day	Activity/Objective	Type
4 days: 71-74	<p>Las noticias Discuss articles about current events reported in newspapers, magazines, and online.</p> <p>Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Apply appropriate vocabulary to discuss current events. • Describe articles in newspapers, magazines, and online. • Apply the imperfect progressive tense appropriately. • Correctly apply the preterite and imperfect tenses to express two past events in the same sentence. • Apply vocabulary related to newspaper articles appropriately. • Apply adverbs of time appropriately, such as <i>while</i> (MIENTRAS), <i>when</i> (CUANDO), <i>then</i> (ENTONCES), 	Lesson and Discussion

	etc.	
4 days: 75-78	<p>Los anuncios publicitarios y clasificados <i>Discuss classified ads and commercial advertising.</i> Grammar and Vocabulary Objectives:</p> <ul style="list-style-type: none"> • Demonstrate the ability to read and analyze simple social announcements by writing a social announcement (BODA, NACIMIENTO, OBITUARIO, FUNERAL, ANIVERSARIO, GRADUACIÓN, etc.). • Demonstrate the ability to read and analyze classified ads and print ads. • Correctly apply the subjunctive with adverbial conjunctions of time when the main clause is in the future. • Correctly apply adverbial conjunctions of time, such as CUANDO (when), EN CUANTO (as soon as), TAN PRONTO COMO (as soon as), HASTA QUE (until), DESPUÉS DE QUE (after), etc. • Correctly apply vocabulary related to classified ads and websites, such as wanted and for sale (in the context of specific categories that are chosen, such as sports, electronics, books, etc.). • Correctly apply and generate the affirmative and the negative USTED and USTEDES command forms, such as LLAME/LLÁMENME A... NO ME LLAME/LLAMEN ANTES DE LAS X HORAS... ENVÍE/ENVÍEN CORREO ELECTRÓNICO A... NO OLVIDE/OLVIDEN INCLUIR... POR FAVOR LEA/LEAN... etc. 	Lesson and Discussion
3 days: 79-81	<p>Expresar opiniones <i>Discuss editorials, letters to the editor, advice columns, features, and special supplements.</i> Grammar and Vocabulary Objective:</p> <ul style="list-style-type: none"> • Correctly apply vocabulary related to letters to the editor, advice columns, feature articles, and special supplements. • Correctly apply vocabulary related to writing a formal letter to the editor: ESTIMADO (dear/respected), ATENTAMENTE (sincerely), ARTÍCULO (article), CARTA AL EDITOR (letter to the editor), TITULARES (headlines), etc. • Correctly apply contrasting/adversative conjunctions correctly: PERO (but), SINO (but rather), MAS (however), SIN EMBARGO (nevertheless, however), 	Lesson and Discussion

	NO OBSTANTE (<i>regardless</i>), CON TODO (<i>even so</i>), EXCEPTO (<i>except</i>), etc.	
3 days: 82-84	El periodismo <i>Describe various jobs in the media.</i> Grammar and Vocabulary Objectives: <ul style="list-style-type: none"> • <i>Apply vocabulary related to professions in the media appropriately.</i> • <i>Apply vocabulary related to media appropriately.</i> • <i>Correctly apply SER and articles when discussing professions.</i> • <i>Investigate the formation and use of the future progressive (ESTAR [future tense form] + present participle).</i> 	Lesson and Discussion
3 days: 85–87	Unit Activity—Unit 5	Unit Activity
1 day: 88	Posttest—Unit 5	Assessment
1 day: 89	Semester Review	Offline
1 day: 90	End-of-Semester Exam	Assessment

Course Map

You will achieve course level objectives by completing each lesson’s instruction, assignments, and assessments. For a detailed look at how the materials meet these objectives, review the [course map for Semester A](#).