

MORENO VALLEY HIGH SCHOOL SPANISH III CURRICULUM

Course Title: Spanish III Course Number: 1253

Department: Modern Languages ADS Number: 1253

Prerequisites: Spanish 2 (or Placement Exam; or permission of instructor)

Length of Course: 2 semesters Credit/PRI Area: .5 per semester Grade Level(s): 9-12

Important Notes:

Students may receive credit for one year of Spanish 3 by passing a placement test.
(This does not apply to native or heritage speakers.)

COURSE DESCRIPTION

(Numbers in parentheses refer to New Mexico State Content Standards for Modern Languages.)

In Spanish 3, the student will review Spanish 1 and 2 vocabulary and structure and continue to develop an awareness and sensitivity to Hispanic culture (3, 4). The student will learn additional vocabulary related to topics of interest (6) and the remainder of the verb tenses, modes and voices: present and past subjunctive, conditional, imperative, passive, and the perfect tenses (5). The student will learn demonstrative pronouns and adjectives, and specific uses of *por/para* (5). The teacher will speak almost exclusively in Spanish. The student is expected to speak mostly in Spanish and will prepare an oral presentation on a cultural topic each quarter. Daily classroom activities will give the student practice with the four communication skills: listening (2), speaking (1), reading (2) and writing (1). Throughout the year, the student should recognize more positive effects that familiarity with a foreign language could have in his/her personal and professional life (7).

SYLLABUS:

A. Units of study (Newspaper articles & excerpts from literature are included in each unit.)

1. Travel vocabulary, preterite (review), present subjunctive.
2. Daily routine vocabulary, imperfect tense (review), more uses of subjunctive.
3. Leisure activities vocabulary, verbs that take indirect object (review), uses of “*ser/estar*” (review), imperative, imperfect subjunctive.
4. Life events vocabulary, future tense (review), object pronouns (review), conditional tense, more uses of subjunctive.
5. Current & historical events vocabulary, present perfect, past perfect, conditional perfect, future perfect tenses.
6. Cultural values vocabulary, present perfect subjunctive, past perfect subjunctive, “*hubierismo*”.
7. Health & fitness vocabulary, comparatives & superlatives (review), uses of “*por/para*”, passive voice.

B. Skills

1. Listening comprehension (teacher, other students, guest speakers, videos/DVDs).
2. Speaking in Spanish using more complex sentences.
3. Writing in Spanish using correct sentence structure/word order, word choice & a variety of tenses.
4. Reading comprehension (newspaper articles, short stories, poems, excerpts from plays, etc.).

5. Language mechanics (mood & voice)
6. Vocabulary building & dictionary use.
7. Cultural awareness (through readings & projects).

STRATEGIES:

Direct instruction (lecture)

Recitation

Peer tutoring

Individual and group projects

Worksheets

Dramatizations and role plays

Singing and listening to music

Small group and individual presentations

Listening (audio cassettes, CD-ROM, Video, peers, etc.)

Observation (Art, a variety of written texts, maps, graphs etc.)

Reading (Textbook, Internet resources, articles, lyrics, TV and movie guides, schedules, etc.)

Writing (dialogue, conversational phrases, words, sentences)

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Short Answer/essay questions**
- **Performance Tasks** – I.e. Greetings, skits, singing
- **Socratic Seminar Rubric** – The framework of the rubric includes:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and facility with Spanish—vocabulary, pronunciation, and grammar
- **Student Self-Assessment** – Students reflect on what they learned, strengths and weaknesses, and goal setting.

Daily participation. (25%)

Weekly home assignments. (25%)

Quarterly project/presentation. (25%).

Quarterly grammar test. (25%).

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

¡Buen Viaje! Level 3: textbook, workbook, video, website (Glencoe)

*The new six-year adoption cycle for Modern Languages begins in 2009; at that time, a different textbook may be selected.

Tiempos del Mundo (Spanish language newspaper published weekly)

SUGGESTED TITLES/AUTHORS WEB SITES:

Seminar material is chosen to introduce students to various literary forms (short story, proverbs, drama), to increase their awareness of Hispanic culture and to offer new perspectives on foreign language acquisition.

This year so far, we have used: *A Letter to God* by Gregorio López y Fuentes; *Negative Capability* by John Tatum; *Proverbios* (authors unknown); *Man of La Mancha* based on Miguel de Cervantes' *Don Quixote*.

STRAND I: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: BY SPEAKING, WRITING, AND/OR SIGNING, STUDENTS WILL EXPRESS THEMSELVES IN A CULTURALLY APPROPRIATE MANNER FOR MANY PURPOSES.

A. BENCHMARK: *Express their feelings and thoughts on current and historical topics that are of interest to them and to others.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Access, analyze, and synthesize information about a topic related to the language studied: <ol style="list-style-type: none"> a. Create a presentation (oral or written) that expresses thoughts and feelings about an event of interest to the student. b. Choose a favorite sport or hobby, make a videotape (with narration in the language studied) about it, and explain why one likes it. c. Dramatize an important event in the life of an historical person and explain why this event was important to the person. d. Make a timeline about an event or historical period, analyze and report its causes, effects, and ramifications for the present day. 	<ol style="list-style-type: none"> 1. Students read Spanish language text about Spanish exploration/colonization in the 15th-16th centuries, diagram the information on a map and present it to the class in Spanish.

STRAND I: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: BY SPEAKING, WRITING, AND/OR SIGNING, STUDENTS WILL EXPRESS THEMSELVES IN A CULTURALLY APPROPRIATE MANNER FOR MANY PURPOSES.

B. BENCHMARK: *Participate in, interpret and compare forms of cultural expression such as: music, art, speech, writing, traditions, and other products of a culture.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<ol style="list-style-type: none"> 1. Participate in, interpret, and compare forms of cultural expression such as music, art, speech, writing, traditions, and other products of a culture: <ol style="list-style-type: none"> a. By means of a timeline or a video montage, etc., trace the origin and development of a trend in the culture studied. a. Compare and contrast the work of two artists, writers or poets (of one's own language/ culture and the language/culture studied) in dealing with a common theme. b. Participate in a performance of music, theater, or dance of the language/ culture studied; record it; and compare performance elements with those of the student's own language/ culture. 	Students select, listen to, transcribe, translate and sing/present popular Hispanic songs (Shakira, etc.) and compare them to popular songs sung in English.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>2. Access and evaluate information about forms of cultural expression [such as music, art, speech, writing, traditions, and other products of a culture], then prepare and present an analysis of these aspects of the culture:</p> <ul style="list-style-type: none"> a. Interview a native speaker of the language/ culture studied regarding differences in traditions, arts, etc. and report conclusions in the language studied. b. Conduct a survey of pen pals using email or traditional mail regarding differences in the language/culture studied, and report in the language studied. c. Using the library, museum, the Internet and other research resources, compile an annotated list of sources (articles, books, videotapes, websites, etc. that discuss the differences in one form of cultural expression between the student's home language/culture and the language/culture studied. Report on conclusions based on these resources. d. Write and perform a skit illustrating differences in forms of cultural expression between the student's home language/culture and the language/ culture studied. e. Using resources in the language studied, prepare and conduct a debate about a controversial issue. 	

STRAND II: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: BY LISTENING, OBSERVING, READING AND DISCUSSING, STUDENTS WILL COMPREHEND AND INTERPRET ORAL, WRITTEN, AND VISUAL MESSAGES ON A VARIETY OF TOPICS.

A. BENCHMARK: *Comprehend information on topics of concern and interest to them and to others.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Demonstrate comprehension when reading, viewing, or listening to authentic communication in the language studied: <ol style="list-style-type: none"> a. Read an authentic historical document, work of literature, or poem, then retell it in another genre such as a timeline, a dramatization, a song, or a dance. b. After listening to a conversation or short story, write short paragraphs to demonstrate comprehension. c. Follow directions to complete a multi-step task, such as: cooking paella, making an origami construction, etc. 	<ol style="list-style-type: none"> 1. Students watch documentaries or vignettes from Spanish language newscasts, answer questions on worksheets and discuss answers in Spanish.

STRAND II: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: BY LISTENING, OBSERVING, READING AND DISCUSSING, STUDENTS WILL COMPREHEND AND INTERPRET ORAL, WRITTEN, AND VISUAL MESSAGES ON A VARIETY OF TOPICS.

B. BENCHMARK: Recognize, interpret and compare forms of cultural expression.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Experience (i.e., read, view, and/or listen to) the arts of the culture studied and discuss their meaning in that culture: <ol style="list-style-type: none"> a. Arrange a display of works of favorite artists/performers of the culture studied and describe their importance in the culture studied. 2. Identify and discuss connections between cultural values and socially approved behaviors of the culture studied: <ol style="list-style-type: none"> a. Design a poster series or skit portraying “do’s and don’ts” of dating behavior in the culture studied. 3. Identify and discuss social, political, and economic issues that affect youth or the community in the culture studied: <ol style="list-style-type: none"> a. Compare and contrast uses of natural resources, such as food plants - used by the culture studied, with uses made by the student’s home culture. b. Compare and contrast role(s) of women in the culture studied with role(s) of women in the student’s home culture. 	<ol style="list-style-type: none"> 2. Students work in groups or individually on selected cultural topics (dance, food, sports, artists, writers, etc.) and use visual aids of their choosing to present the information to the class in Spanish in an active, participatory format.

STRAND III: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE.

A. BENCHMARK: *Use appropriate language and gestures in an expanding variety of cultural contexts.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Speak, write, and use body language appropriately in formal settings: <ol style="list-style-type: none"> a. Write business and personal letters. b. Analyze, evaluate, and use oral language, body language, and gestures appropriately in a variety of situations. c. Give a formal speech. d. Conduct a mock conversation with a stranger demonstrating subjects of conversation that are permissible. e. Describe one's ideal mate using the appropriate mode, etc. of the language studied. (e.g., in Spanish, one would use subjunctive mode for a non-real condition.) 	<ol style="list-style-type: none"> 1. Students draw, use clip art or make a collage depicting their ideal mate, including representations of non-physical characteristics, and discuss them using the subjunctive.

STRAND III: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: STUDENTS WILL UNDERSTAND THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE.

B. BENCHMARK: *Analyze the interaction between language and culture.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Discuss/explain or demonstrate the influence of a cultural group's beliefs, history, and values on its language: <ol style="list-style-type: none"> a. Use and explain various linguistic forms that reflect differing worldviews. b. Match words with their appropriate historical periods of use. c. Write a fable or proverb in the style of the culture studied. 2. Describe influences that change language, and cultural attitudes toward such change: <ol style="list-style-type: none"> a. Compare samples from periodicals from two different decades, and list and analyze differences in vocabulary. 	<ol style="list-style-type: none"> 2. Students learn the cultural background to "hubierismo" and prepare a skit or song demonstrating its use.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> b. Trace the topics treated in jokes and humorous stories in the language studied. c. Trace the influence of technological development on vocabulary, jokes, and idioms in the language studied. d. Research the development, teaching, and monitoring of its own language by a culture. 	

STRAND IV: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: STUDENTS WILL DEVELOP AN UNDERSTANDING OF OTHER CULTURES, INCLUDING SUCH ELEMENTS AS: VALUE SYSTEMS, LANGUAGES, TRADITIONS, AND INDIVIDUAL PERSPECTIVES.

A. BENCHMARK: *Analyze and synthesize knowledge of elements of a cultural system*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> 1. Compare and contrast social rules and roles of the culture studied with the student's own culture: <ul style="list-style-type: none"> a. Research, write, and illustrate a mural called "What is a culture?" including: events, ceremonies, value/systems - definitions of justice, beliefs and attitudes regarding nature, role of women, money and other technologies, elders, children. b. Research and debate the future development of linguistic, gestural, and/or other behavioral taboos in the language and culture studied. c. Research and produce an introduction to a culture that will serve as part of a business plan. This should include "how to deal with the culture" for home-culture readers. d. Role-play the above business plan and report observations. e. Implement the above business plan in reality and report observations. f. Make a videotape about how to handle a problem situation in communication in the culture studied. g. Research, design, and implement a conflict mediation training program for younger students or peer students, that employs knowledge about handling situations in the culture studied. This would include a plan to train students and to evaluate the results of the program. h. Create and present a drama showing stereotypes of the language/culture studied. 	<ul style="list-style-type: none"> 1. Students read Spanish language text related to cultural events (quinceañera, etc.) and values (family, etc.) and create a comparison chart to present to the class in Spanish.

STRAND IV: SPEAKING, LISTENING, READING AND WRITING

CONTENT STANDARD: STUDENTS WILL DEVELOP AN UNDERSTANDING OF OTHER CULTURES, INCLUDING SUCH ELEMENTS AS: VALUE SYSTEMS, LANGUAGES, TRADITIONS, AND INDIVIDUAL PERSPECTIVES.

B. BENCHMARK: *Compare and contrast the cultural variations within a linguistic group.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none">1. Identify and analyze common threads among groups speaking the same language:<ol style="list-style-type: none">a. Compare and contrast two groups that speak the same language in the areas of: leisure time use, literatures, slang and dialects, current events, work ethic, relation of government to individual, education of children, religions, dialects, etc.b. Produce a short story, play, newspaper article, cartoon, radio program, or videotape about stereotypes of a culture or linguistic group compared with the reality of the group.c. Compare samples of newspaper articles on the same topic from two different countries that share the same language.	Students compare information from different guest speakers from different Spanish-speaking countries.

STRAND V: SPEAKING, LISTENING, READING AND WRITING

CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.

A. BENCHMARK: *Recognize that languages change over time and in context.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none">1. Recognize that languages and language patterns are changing over time and in context:<ol style="list-style-type: none">a. Compare and contrast words and attitudes/ values from different time periods in the language studied, using documents from different historical periods.b. Compile a dictionary of current vocabulary in the language studied and compare it with a published, older dictionary.c. In the language studied, design and write a science fiction or fantasy cartoon story in which the language has changed.	<ol style="list-style-type: none">1. For Valentines Day, students find famous love quotes from Hispanic authors who lived in different times (proverbs, Cervantes, Neruo, Neruda, etc.), and compare/contrast the sentiment, expression and language used.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> d. Use interviews, historical dictionaries, and other research tools to trace the origins of words or expressions, and track possible changes in their usage (e.g., due to the influence of conquests, technological changes, etc). e. Research and trace the development of a dialect of the language studied, and portray this development by designing a thematic map. f. Trace variants of a folk tale of the language studied through more than one region or country that share the language, and map the locations of the original story and its variants. 	

STRAND V: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.

C. BENCHMARK: *Use and explain the functions of critical elements of language systems used.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> 1. Use the language studied at a variety of levels: <ul style="list-style-type: none"> a. Write two letters: one informal, one formal. b. Speak appropriately in informal and formal settings (e.g., to register a complaint). c. Prepare and present a dramatic or documentary program using the appropriate tense, vocabulary, word choice, style, form of address, etc. d. Compare and contrast ways of giving orders and making requests. 	<p>Students learn how to form “usted” and “tú” imperatives, along with “quisiera” and “favor de”; take turns ordering each other around as the various characters in <i>Cenicientas</i> (Cinderella).</p>

STRAND V: SPEAKING, LISTENING, READING AND WRITING
CONTENT STANDARD: STUDENTS WILL UNDERSTAND HOW LANGUAGES WORK.

B. BENCHMARK: *Correctly use and explain the functions of critical elements of language systems used.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS

	<p>1. Correctly use and explain the functions of critical elements of the language studied:</p> <ol style="list-style-type: none"> a. phonemes, b. tense markers, c. mood markers, d. voice, e. person, f. syntax-word order and placement, g. patterns, h. number, i. gender, j. diacritical marks, k. punctuation, l. mechanics, m. word functions, n. intonation, o. cadence, p. pronunciation. 	<p>Students write unreal conditions (e.g., If pigs had wings, they would fly.) in English on little white boards; then exchange boards and rewrite in Spanish using correct tense and mood.</p>
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STRAND VI: SPEAKING, LISTENING, READING, WRITING
CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGES STUDIED TO REINFORCE AND EXPAND KNOWLEDGE OF OTHER DISCIPLINES.

A. BENCHMARK: *Access, analyze, and use information from the language studied in other content areas.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Access, compare, contrast, and evaluate information obtained in the student's first language with information obtained in the language studied: <ol style="list-style-type: none"> a. Compare and contrast radio, television, and newspaper accounts of the same current event(s) delivered in the language studied with those delivered in the student's first language. b. Interview an expert in another field of study who speaks the language studied, and compare his/her information with other (library, Internet, English-speaking experts) resources. c. Recognize and describe differences and similarities in ways of life, language, and historical experiences of people in the culture studied in comparison with the student's own culture. 2. Compare and contrast approaches to observation, problem-solving, and new knowledge in the arts and sciences, using the language/ culture studied: <ol style="list-style-type: none"> a. Compare styles and patterns of art composition, use of materials and elements in cultures studied compared with the student's own culture. b. Compare patterns of observation and problem-solving in pure or applied science, math, etc. (e.g., anatomy, architecture, astronomy, medicine, etc.) of the culture studied with the student's own culture. 	<p>Guest speaker from Spanish-speaking country (Mexico or Colombia) gives a presentation in Spanish about growing up in his/her native country and discusses cultural differences/similarities with students.</p>

STRAND VI: SPEAKING, LISTENING, READING, WRITING
CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGES STUDIED TO REINFORCE AND EXPAND KNOWLEDGE OF OTHER DISCIPLINES.

B. BENCHMARK: Apply experiences and new knowledge from other content areas to what is being learned in the language studied.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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	<ol style="list-style-type: none"> 1. Compile information from other subjects and apply it to the language studied: <ol style="list-style-type: none"> a. Keep a journal that documents study of an ecosystem (science), applying the study to a region of the target language. Include local terms for plants, weather, etc. b. Analyze the food from region(s) of the target language for nutritional value. c. List and define vocabulary related to careers in another subject. d. Trace the historical background of a current event and its relationship to terms in the language and culture studied. e. Relate terms from art and architecture of a culture/country studied to the language studied. f. Research and apply knowledge about other subject areas when planning to debate or advocate on community, regional, and world issues. 2. Compare structures developed in other subjects with structures and/or concepts in the language studied: <ol style="list-style-type: none"> a. Compare a computer programming language with the structure of the language studied. b. Compare visually symbolic languages (such as music transcription) with the language studied. c. Create a web page in the language studied. 	<p>Students participate in a field trip to Angel Fire Resort, where they take ski or snowboard lessons in Spanish from instructors from Chile, Argentina, Peru and Colombia. After the lesson, students compile an illustrated dictionary of ski/snowboard terms.</p>
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STRAND VII: SPEAKING, LISTENING, READING, WRITING
CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.

A. BENCHMARK: *Apply languages and knowledge of cultures in work, educational, and social settings.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Access, evaluate and use information in the language studied/ related to the culture studied, to plan and carry out contact experiences with the language/ culture studied: <ol style="list-style-type: none"> a. Collect and report information on language study programs abroad for a student exchange situation. b. Research and report on the possible influence of language study on other areas of student success. c. Plan a visit to a pen pal in the language studied. d. Find/make a conversational group for the language studied. 	<p>Students use internet to research language study programs abroad during the school year (high school or college) or during the summer. Each student selects his/her favorite program and creates an original brochure.</p> <p>Families are encouraged to host foreign exchange students.</p> <p>We are in the planning stages for “e-pals” (e-mail pen pals).</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	e. Participate in a sister city/ student exchange program using the language studied. f. Host an exchange student from the language/ culture studied.	

STRAND VII: SPEAKING, LISTENING, READING, WRITING
CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.

B. BENCHMARK: Use languages and knowledge of cultures to gain access to the multi-cultural and multi-lingual dimensions of our society.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	1. Investigate community resources utilizing the language/cultures studied: a. Role-play living with a roommate from the language/culture studied. b. Find similarities among cultures/languages studied and the student's own culture/ language. c. Participate in multicultural celebrations. d. Develop a mentoring/ tutoring group with the school or community using the language studied. e. Work in a service learning project in the community with a group that speaks the language studied. f. Investigate needs and develop information (brochure, webpage, etc.) about community resources in the language studied. g. Conduct a debate showing understanding of the values of the culture studied.	Students receive extra credit for attending "Coffee and Conversation" with the winter employees from South America at the local library on Monday evenings; and for playing indoor soccer at the Community Center with the South Americans on Wednesday evenings.

STRAND VII: SPEAKING, LISTENING, READING, WRITING
CONTENT STANDARD: STUDENTS WILL USE THE LANGUAGE STUDIED FOR PERSONAL ENJOYMENT, PERSONAL ENRICHMENT, AND EMPLOYABILITY.

C. BENCHMARK: Use languages and knowledge of cultures to prepare for a successful transition into post-secondary study and/or careers.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ol style="list-style-type: none"> 1. Use a variety of media/information research forms in the language studied (periodicals, Internet, etc.) to report on careers: <ol style="list-style-type: none"> a. Develop a dictionary /glossary of the language studied related to a career field. b. Identify want ads requiring use of the language studied. c. Research and report on benefits of language study for career choice and write a resume showing these benefits. d. Research and report on benefits of language study for problem-solving and conflict mediation skills. e. Conduct a mock interview for a job or a post-secondary school placement. Videotape the interview and critique the student's performance. f. Find and interview an employer who is likely to require use of the language studied. 	<p>Those students who select Spanish as part of their Senior Portfolio write a 500 word composition about how circumstances have led them/may lead them to a certain career field. Errors in writing are marked and must be corrected before students make their presentations. Presentations can be in the form of a skit or illustrated book, or include props, posters, power point, video or other visual aids.</p>