

## *Spanish III*

**Benchmark 1: Describe in detail his surroundings. Explain the reason and the manner in which holidays are celebrated in Mexico.**

The student:

1. Describes people and objects making noun and article agreement.
2. Tells about who they are, where they are at, and how they feel, selecting correctly between the verbs "ser" and "estar".
3. Describes what they see is happening, using the verb "estar" and the participle.
4. Reads and discusses biographical sketches about outstanding Mexican heroes.
5. In a paragraph form, writes a self-portrait. Observe noun, article, adjective agreement.
6. Enumerates the most important and colorful Mexican holidays.
7. Describes the way Mexicans celebrate, Independence Day, and the Day of the Death.

**Benchmark 2: Order, advise, and forbid people to do various things. Relate the Incan culture to Bolivia and Peru.**

The student:

1. In a pretend situation, tells his/her children what to do using irregular command verb forms.
2. Talks about the things he/she does not want people to do.
3. Creates a skit where he/she is organizing a party and is telling his/her friends what to do for it.
4. Reads and understands a letter from a pen pal who has a problem and is asking for advice.
5. Answers a letter from his/her pen pal giving him/her advice.
6. Locates the countries of Bolivia and Peru on a world map.
7. Analyzes social and geographic habits of the people from Ecuador.

**Benchmark 3: Talk about events from the past. Describe the similarities and differences between American television and Hispanic television.**

The student:

1. Reads the front page of a Hispanic newspaper and reports about the events.
2. Creates a skit pretending they are anchormen/women giving the 6 o'clock news.
3. Tells about things they can do in order to prepare to do other things.
4. Writes a short story, based on a personal childhood experience.
5. Tells how the news broadcasts, the soap operas, and the ads are similar or different between American television and Hispanic television.
6. Recognizes the names of American programs written on a television guide.

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**Benchmark 4: Tell about events that used to happen, and about things that occurred while something else was going on. Briefly state the life and works of Federico Garcia Lorca.**

The student:

1. Narrates a childhood story, using the preterit and the imperfect.
2. Describes a funny event that happened.
3. Tells what was happening referring to his/her childhood pictures and videos.
4. While watching a video, points out people and places. He/she will use demonstrative pronouns.
5. Recites by memory and in a choir "A Las Cinco De La Tarde", poem by Federico Garcia Lorca.
6. Gives biographical facts about Garcia Lorca.
7. Tells why Garcia Lorca is considered "the prophet poet" by some.

**Benchmark 5: Compare people and things and describe actions that have happened. Tell of the important role the guitar has played in the Hispanic culture.**

The student:

1. Looking at pictures, compares people's physical characteristics.
2. Compares his/her psychological characteristics with those of his/her friends. He/she will use the grammatical comparative construction.
3. Narrates the events that have happened through the weekend. He/she will use the present perfect tense.
4. Describes the things his/her favorite adult has accomplished in his/her lifetime.
5. Summarizes the history of the guitar.
6. Names biographical facts on the life of Andres Segovia.
7. Identifies the common practice of listening to guitar music in restaurants.
8. Interprets folk songs sung in various Hispanic countries to the tune of the guitar.

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**Benchmark 6: Tell what is necessary, important or impossible to happen in order for something else to take place. Explore the effect that the Cuban culture experiences due to its geography.**

The student:

1. Tells some of the things his/her parents had to do so that he/she would grow up happy and healthy.
2. Shows regret by describing some of the things his/her friends were not able to accomplish due to circumstances they created. (Using the preterit plus the imperfect subjunctive mood.)
3. Describes how some people's actions are illogical. (He will use the comparative construction with "as if" "como se", plus the imperfect subjunctive.)
4. Chooses the correct form of for, "por" or "para" in prepositional phrases.
5. Enumerates important biographical facts about Jose Marti.
6. Discusses Jose Marti's career as a poet, journalist, and political hero.
7. Locates Cuba on a world map and describes its geography and way of life.

**Benchmark 7: Tell about what people would do under certain circumstances. Produce and practice common pronouns use by Spaniards.**

The student:

1. Tell what his/her peers would accomplish if they would do certain tasks. (He/she will use if clause + imperfect + subjunctive + conditional).
2. Writes a composition about things he/she would do if he/she had one million dollars.
3. Discusses with classmates what the world would be like if humans didn't have such a competitive drive.
4. Makes sure people do not forget their promise, by reminding them what they promised they would do. (He/she will use the subjunctive)
5. After reading news from CNN en Españo on the internet, he/she will formulate questions.
6. Use the "vosotros " pronoun in conversation with peers.

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**Benchmark 8: Tell about what might happen in the future, and express what has probably happened now. Briefly describe today's Argentina.**

The student:

1. Creates pretend prophecies predicting what will happen to his/her friends in the future.
2. Tells what might happen in the world by the year 2020, using the auxiliary "haber" and the present perfect.
3. Tells about what might happen to different family members, who have not arrived punctually to an imaginary family reunion. He/she will use idiomatic expressions + the culture perfect.
4. Guesses the reason why different friends have different ailments. He/she will use regular and irregular verbs in the future perfect.
5. Demonstrates understanding for the Argentineans who, in the last years, have suffered terrible economic crisis and clandestine government violence.
6. Role-plays a foreign exchange student in Buenos Aires, Argentina.
7. Compares life in Buenos Aires with the life in rural "Las Pampas".