Spanish III

Instructor: Anna L. Megyesi, 2019-2020

Course Overview: Spanish III

Spanish III is all about helping students to communicate in the language with the goal that they will be ready to speak with native speakers, understand media, read and write with competence, and explore the diverse countries that make up the Spanish-speaking world.

Units and Activities: What will we be learning about and doing in this course?

Students will advance from the novice level to the intermediate level in Spanish III as they explore the diverse cultures of the Spanish-speaking world. They will move from basic comprehension of textbook resources to being able to interpret and respond to authentic audio, visual, audiovisual, written and print resources from the Spanish-speaking world by identifying the products, practices and perspectives of the cultures they study. As students work to master the indicative and subjunctive tenses they will be introduced to complex grammatical structures and advanced vocabulary.

Units:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes and AP* connection</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments-What can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Ciudad</td>
<td>City life and errands, money and banking, post office.</td>
<td>Lectura: Paseando en el metro En pantalla: Azucarito Flash Cultura: El metro del D.F. Online practice</td>
<td>Present and past tenses, introduction to the subjunctive and the mandatos</td>
<td>Tema: Escribir un correo electrónico Test: Verb tenses Give directions to a location using mandatos and a map</td>
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<td>September/October</td>
<td>*Contemporary life-housing and shelter, travel</td>
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<td>El bienestar</td>
<td>Health and well-being, exercise and physical activity, nutrition</td>
<td>Lecturas: Spas naturales, Las frutas y la salud</td>
<td>Subjunctive with verbs of will and influence, emotion, doubt</td>
<td>Assess my own health and well-being and prepare a written health diagram</td>
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<td>November, December, early January</td>
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### El Mundo del trabajo
#### January, February and March
- Professions and occupations, the workplace, job interviews
- "Contemporary life-professions"
  - Lectura: Un día de estos por Gabriel García Márquez
  - En pantalla: Iker pelos tiesos
  - Flash Cultura: Estres? Que estres?
  - Online practice
- Make a video commercial for a healthy lifestyle
- Write a persuasive letter to the editor describing the importance of a healthier lifestyle
- Midterm Exam

### Las Actualidades
#### April, May and June
- The media, natural disasters
- "Global Challenges: diversity issues-tolerance, economic issues"
  - Lectura: Beneficios en los empleos
  - Lectura: Cesar Chavez
  - Film: McFarland USA
  - Flash Cultura: El Mundo del trabajo
  - Online practice
- Review of all tenses, including subjunctive
  - Past subjunctive with conditional
- Tema: Write about what you would do to better the world
- Debate: Puerto Rico—state or country?
- Final Exam

### Activities: What will we be doing in this course?
- Regular paired conversation activities
- Reading and interpreting articles and short readings
- Listening to music, news reports and conversations between native speakers
- Movies and television media-watching, analyzing and discussion.
- Interpreting and discussing authentic resources verbally and in writing
- Using grammar in context
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing
Course Standards: This course builds student knowledge and skill using the World-Readiness Standards for Learning Languages. The course standards for Spanish III are:

Communication
- **Interpersonal Communication**: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication**: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication**: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures
- **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Connections
- **Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Comparisons
- **Language Comparisons**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Communities
- **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Assessment of Learning

Assessment Types:
1. Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

2. Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

3. Summative Assessments: Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria for students to understand how they are performing.

4. Habits of Work for Learning: Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSM teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance. skills for learning success.

Assessment Scoring:
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

### Anchor Standard: COMMUNICATION: COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

<table>
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<tr>
<th>Course Standards: Presentational Communication Level 3: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</th>
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<tr>
<td>1.0*</td>
<td>1.3*</td>
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<td>NC*</td>
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- **Beginning** (Novice Mid)
- **Approaching** (Novice High)
- **Proficient** (Intermediate Low)
- **Distinguished** (Intermediate Mid)

**Representation**
- I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.
- I can present personal information about my life and activities, using simple sentences most of the time.
- I can present personal information about my life, activities and events, using simple sentences consistently.
- I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.
I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.

I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.

I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.

*Scores in the "Beginning range" are well below proficient and thus they are below passing.

**HOWL Scoring:**
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

**How is my Overall Course Grade Determined?**
Overall course grades will be reported as letter grades and will be comprised of:

- Formative & Summative Scores: 95%
- HOWLs: 5%

For more information, please see the WUHSMS student handbook.

**Communication:**

**How Do I Know My Grades?**

- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope
  - By monitoring the grades sent home quarterly through report cards

**Where Can I Find This Syllabus during the School Year?**

- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

**How Do I See What’s Due?**

- Summative assessment due dates and handouts are posted to the blue “Upcoming Assessment” section of the JumpRope Parent/Student Portal on or before the day they are assigned to students.

**Materials:**

*Descubre 2 Lengua y cultura del mundo hispánico, including website access. By VHL*

- Two pocket folder, loose paper and composition notebook.
The following materials are not provided but are required for the course:

- pencils/pens
- Highlighters in multiple colors
- 3-ring binder

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**Schoolwide Procedures:**

Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook

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**Classroom Expectations:**

¡Hablemos español! It is important and expected that you speak Spanish to your classmates and teacher in class. Your teacher will speak Spanish in class and support understanding with gestures, visuals and other cues-and a sense of humor. Students are expected to actively listen to the teacher and their classmates.

You will need to come prepared to class with the necessary materials.

You can expect from me a commitment to a caring, fun environment that fosters in-depth academic learning and mutual respect.

When you are absent from school because of athletics, field trips or other reasons that do not include illness and family emergencies, you are expected to check Google Classroom, keep up with your work and come back to class prepared. If you are sick or have a family emergency, you will have as many days to make up missing work as you were absent. Please see me to reschedule assessments.

**It is expected that all work be turned in on the day in which it is due.**

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**Teacher Contact Information:**

Sra. Megyesi’s Cell Phone: (304) 840 5070 (please note: no service at home)
Sra. Megyesi’s Classroom Extension: (802) 457-1317 Ext. 1107
Sra. Megyesi’s Planning Blocks: C and D
Sra. Megyesi’s email: amegyesi@wcsu.net

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I have read this syllabus, and I have contacted the teacher with any questions I have.