Spanish 3

Course Overview: Spanish III

In this class we'll be building your ability to communicate in the language with the goal that you 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. Student interests will be embedded in the general topics we explore and make connections between our lives and communities and the world.

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

Students can follow this general outline to see the path of the year and what they will learn to be able to do with the language. We will work on mastery of communicating across a variety of time lines (past, present, future) and moods (subjunctive) and build your ability to interact with native speakers from the Spanish-speaking world. Activities include:

- Regular paired conversation activities
- Music, tv and otier authentic media from Spanish-speaking countries
- Interpreting and discussing authentic resources verbally and in writing
- Practice and games in vocabulary and grammar
- DuoLingo podcasts
- Making cultural comparisons through oral presentations and in writing

<table>
<thead>
<tr>
<th>Unit</th>
<th>I can/Yo puedo...</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Introduction Check Point 1</td>
<td>● say who I am, what I like and what I am like&lt;br&gt;● ask someone about themselves&lt;br&gt;● use phrases to react with interest to conversations&lt;br&gt;● Interact with others in spontaneous written or spoken conversations</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Unit 2 Mi vida, mi comunidad, mi gente Check Point 1/2</td>
<td>● Describe my life, what I do/did and what is important to me&lt;br&gt;● Understand information about other people’s lives, activities and preferences&lt;br&gt;● Compare and contrast my interests and life to those of other people in the world&lt;br&gt;● Talk about my goals, dreams</td>
<td>Presentational</td>
</tr>
</tbody>
</table>
and hopes for the world

| Unit 3 El medio ambiente Check Point 3 | ● I can describe my natural environment and compare it with Colombia  
● I can give and receive directions  
● I can talk about what is important and best to do to maintain the environment  
● I can express my beliefs and opinions about issues | Presentational |
|--------------------------------------|---------------------------------------------------------------------|---------------|
| Unit 4 Mi pueblo/tu ciudad Check point 4 | ● I can understand and give directions to places in my town  
● I can usually follow the main message about places that someone visits  
● I can identify practices in Spanish speaking countries around city vs country life | Interpretive |
| Unit 5 El bienestar Check Point 5 | ● talk about my health  
● compare healthy foods from my culture with those of other cultures | Interpersonal |
| Unit 6 La migración parte 1 Check Point 6 | ● Identify connections between migratory animals here and in Spanish-speaking worlds  
● Talk about factors influencing migration  
● Analyze patterns of migration that connect me to the world. | Interpretive |
| Unit 7 La migración parte 2 Check Point 7 | ● express, react to and support my opinion on human migration  
● Identify products, practices and perspectives surrounding immigration | Interpersonal |

**Standards: What knowledge and skills will I gain by the end of this course?**

**Anchor Standards:** This course will assess the knowledge and skills that learners build in the key anchor standards of:
Communication

● **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Connections

● **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

- Learners use the language both within and beyond the classroom to interact and collaborate with their community and the globalized world. **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Content Standards: This course builds student knowledge using the [ACTFL World-Readiness Standards](http://actfl.org/standards) and accompanying [Intermediate Low Proficiency Benchmarks](http://actfl.org/benchmarks). The content standards for Spanish 3 are:

Communication

- **Interpersonal Communication:** Learners exchange information and ideas, address situations and meet needs and explain preferences, opinions and emotions in conversations.

Connections

- **Interpretive Communication:** Learners follow main ideas, story and action and flow of events in conversations and discussions, informational texts, fictional texts that they hear, read or view.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate stories about school, community and personal experiences, often across various time frames, on familiar topics.

Cultures

- **Relating Cultural Practices to Perspectives:** Learners use the language to compare practices in their own and other cultures related to everyday life and personal interests or studies.

- **Relating Cultural Products to Perspectives:** Learners compare products related to everyday life and personal interests or students in their own and other cultures.
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

- Learners use the language both within and beyond the classroom to interact and collaborate with their community and the globalized world. **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Assessment of Learning:

For information about assessment types, scoring, and overall grade calculation: [click here](#).

Communication:

**How Do I Access Work from Home, and What Should I Expect?**

- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.

**How Do I Know What My Grades Are?**

- On Summative Assessments, teachers 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. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

**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. It will also be available in our Google Classroom.

**How Do I See What’s Due?**

- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.
How Do I See What’s Past Due?

- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:

Libro (Book): Descubre

Materiales: A 3-ring binder with 8 organized sections. Bring this to each class!

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.

Classroom Expectations: In this class we are a community of learners. Every learner contributes to your journey on the path to proficiency in Spanish. ¡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.

Here are some specific things that will make your language journey fun, exciting and productive:

- Listen actively to your classmates and your teacher
- Use the word wall and unit essential phrases in your responses
- Be curious! Ask questions if you have them.
- Be prepared (on time, focused and with your binder and pen or pencil)

Think about Spanish outside of class!

- Complete your homework on time-check Google Classroom frequently.
- Enlist a family member or friend to practice.
- Spend time watching Spanish tv or movies, listening to a duolingo podcast or music.