

SPANISH III

Mrs. Julie French
Phone 410-674-6500

Email: jthall@aacps.org
Wildcat Hour Availability:

Course Description

Spanish III/Honors is the continuation of the study of Spanish for students who have successfully completed Spanish I and Spanish II. The class is a two semester course of study. The class is conducted primarily in Spanish. Spanish III requires that the third year student of Spanish engage in substantive, intellectually demanding learning experiences that will enable every student to achieve three objectives:

1. To use Spanish to acquire new information, skills and knowledge.
2. To develop an understanding of the cultures of the many people who speak Spanish.
3. To use Spanish for effective day-to-day communication.

Instructional Philosophy

In acquiring new knowledge through Spanish, students work both collaboratively and independently. They find and use resources that build and expand their knowledge base in Spanish, and they use knowledge and inquiry skills from other areas of the curriculum to acquire additional knowledge and skills in Spanish. Spanish III sets a high standard of performance for all students and specifies a knowledge and understanding of culture. Whether through oral or written channels of communication, students are enabled to use Spanish for authentic purposes and to access authentic print and non-print media. A process approach is utilized and Spanish will be learned through the context of readings and activities. Students are closely involved with texts; they learn to understand the structure of texts; they execute tasks designed to promote close reading of texts, and they learn to express their own meanings through text in a process that requires thinking, writing, revision, peer consultation, and development of a final product.

Content Standards

1. Communicate in Languages Other than English

- a. Students engage in conversations, provide and obtain information, express feelings and emotions.
- b. Students understand and interpret written and spoken language on a variety of topics
- c. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2. Gain Knowledge and Understanding of Other Cultures

- a. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- b. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

3. Connect with Other Disciplines and Acquire Information

- a. Students reinforce and further their knowledge of other disciplines through the foreign language
- b. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

4. Develop Insight into the Nature of Language and Culture

- a. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- b. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

5. Participate in Multilingual Communities at Home and Around the World

- a. Students use the language both within and beyond the school setting.
- b. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Essential Content

Semester One

I. Marking Period One – 23 instructional periods

- A. *Lección Preliminar:Estados Unidos* -12 instructional periods; 5 weeks
- B. *Unidad 1: Lección 1: México* – 11 instructional classes ; 4 weeks

II. Marking Period Two – 22 instructional periods

- A. *Unidad 1: Lección 2: México* – 6 instructional class periods; 3 weeks
- B. *Unidad 2: Lección 1: Estados Unidos* – 6 instructional periods; 3 weeks
- C. *Unidad 2: Lección 2: Estados Unidos* – 10 instructional class periods; 4 weeks
- D. Midterm Exam – Assessment of semester content, skills and outcomes = 20% of Semester One Grade

Semester Two

III. Marking Period Three – 23 instructional periods

- A. *Unidad 3: Lección 1: Centroamérica* – 8 instructional class periods; 3 weeks
- B. *Unidad 3: Lección 2 Centroamérica* – 7 instructional class periods; 3 weeks
- C. *Unidad 4: El Caribe: Lección 1*- 6 instructional class periods; 3 weeks
- D. *Unidad 5: Los países andinos, Lección 2* – 2 instructional class periods; 1 week

IV. Marking Period 4 – 22 Instructional class periods

- A. *Unidad 6: Lección 1: España* - 8 instructional class periods; 4 weeks
- B. *Unidad 6: Lección 2: España & Unidad 7: Lección 1: Colombia y Venezuela* – 8 instructional class periods; 5 weeks
- D. **End of year assessment/final exam** = 20% second semester grade

Assessment and Grading Plan

Grades earned at Arundel High School will be a reflection of student’s mastery of the related and relevant national, state, and industry standards pertaining to the course of study. Assignments, projects, and assessments are aligned with these standards and students must have at least a basic mastery level of the standards in order to receive a grade of “C.” All assignments will be based on a point system. The students’ grade will be based on attainment and performance on content standards as stated above :

1. **Assessment 85%**—quizzes, tests, and proficiency activities. These proficiency activities may be based on one or a combination of reading, writing, listening and speaking proficiencies. Proficiency activities will include, but not be limited to the following skills:
 - Discuss and defend an opinion on selected topics from the personal to the abstract level
 - Understand oral and written language on a variety of topics that incorporate more advanced vocabulary and structures. Such activities will relate to **and** extend class topics **or** introduce new information.
 - Out of class research in order to explain the relationship between the perspectives, history & cultural practices of target countries.
 - End of module and end of unit projects & tests
Tests will contain selected , brief and extended response question
2. **21st Century Skills Standard—15%**
Student effort and participation are crucial to success in the classroom and beyond and industry standards require that students master the 21st century skills that are necessary for success in the world of work beyond high school. Student effort, participation, timeliness, and work habits will be assessed on a regular basis to help students reach proficiency in these critical skills. Students will be responsible to abide by P.R.I.D.E. as set forth in class. Summer assignments are included in this grade.

Grading Scale

| Letter Grade | Proficiency Level | Number Grade |
|--------------|-------------------|--------------|
| A | Advanced | 90 – 100% |
| B | Proficient | 80 – 89% |
| C | Basic | 70 – 79% |
| D | Not Yet | 60 – 69% |
| E | | 0 – 59% |

***Please note: Students will take the Anne Arundel County Benchmark Assessment first and second semester. This assessment will be 20% of the student’s overall semester grade. No part of the benchmark exams are eligible for a re-do under the proficiency policy.**

Proficiency Policy:

In order to be eligible for a re-do of an 85% assessment, student must have made a sincere attempt in all supporting assignments that lead up to that particular assessment. Student may not re-do an 85% assessment until all supporting activities and assignments have been completed with a 70% or above. An intervention will be necessary before the re-do.

- a. The teacher reserves the right to provide an alternate assessment.**
- b. Students are required to attend a review session with the teacher before taking a new quiz or test.**
- c. All re-do assessing will be done within five class days after the assessment has been returned.**

Extra Help:

Students will have the opportunity to come to the tutoring sessions offered during the “Wildcat Hour”. All students are invited to attend Wildcat Hour (WCH). It can also be assigned by the teacher based on unsatisfactory performance.

This is an opportunity for re-teaching and individualized or small-group attention. All memorizing of vocabulary and verb endings must be practiced at home. Attending WCH is a requirement for retaking an assessment.

The website that is an ancillary of the Avancemos III text is an excellent study resource. The address is **classzone.com**. The student should click on the language and the textbook name to arrive at student resources. There is a link to **conjuguemos.com** that contains only the verbs and tenses being studied in each lesson of Avancemos III. There are also flashcards for vocabulary review, quick grammar review lessons, practice tests, and workbook activities that review all of the above in addition to containing listening and speaking activities. These activities are all unique to the website.

Academic Integrity:

As stated in School Board Policy Code #613, students will be expected to exhibit academic integrity with regard to **all** assignments...even homework.

Materials Needed Daily

- Text: *Avancemos 3* – each student will be issued a copy of the text. (Replacement cost for a lost textbook will be **\$64.36**).
- **Workbook:** Students will be issued free-of-charge a workbook, *Avancemos 3 Cuaderno: práctica por niveles*. A replacement charge of \$10.00 will be required if this workbook is lost. A new workbook will not be issued until the replacement cost has been paid.
- **Notebook:** Students should maintain a notebook just for Spanish III. A 3 ring binder is best since the student can not only keep class notes in the binder, but also insert teacher prepared study guides, corrected class & homework, and quizzes and tests.
- **Pen or pencil**
- Spanish/English dictionary

Please complete, detach, and return to teacher.

I have received and read the Spanish III syllabus and Academic Integrity policy.

Student's Name (please print): _____

Student's Signature: _____ Date: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian phone #: Home: _____

Work: _____

Cell: _____

Email: _____