**Spanish 3 Syllabus**



**Prerequisite:** Successful completion of Spanish 2

***Course Code: 166003***

***Credits: 1.0 Elective***

Course Title: Spanish 3

Teacher: Sr. Arroyo

Room: 321

Email: farroyo@cmitsouth.org

Phone: 240-573-7250

**Course Description:**

By the third level of Spanish students are required to use the language in class conversations and read both fiction and nonfiction, including magazines and newspapers. Learning of vocabulary is greatly expanded. Some supplementary reading is required. Basic grammar is reviewed and more complex structure is taught. Cultural projects are to be carried out in the foreign language. Students are expected to write coherent paragraphs, short summaries, and outlines in foreign language. Frequent testing of listening and reading comprehension is expected in this course.

**Textbook(s): *Espanol Santillana,* ISBN 9781622639533**

During each quarter, the students will focus on enhancing their reading, writing, listening, and speaking skills. The World Language Department uses the World Language National Standards (ACTFL) and the College and Career Readiness Standards. The teachers will incorporate the five C’s in their classes. The five C’s are Communication, Culture, Connections, Comparisons, and Communities. The learners will use the three modes of communication: Interpersonal, Interpretive, and Presentational.

Students will be expected to read various topics/stories in the target language. They will also be required to write compositions, dialogues, research projects, and short summaries relating to grammar, vocabulary, and cultural events. Listening will be enforced using digital media, guest speakers, and programs in the target language. Speaking will be assessed using oral presentations, dialogues, and using various forms of digital media such as the Santillana platform and also flipgrid. The learners will use Performance Based Assessments to assess all of the standards.

**A year at a glance…**

At the end of the first quarter, the students will achieve the following can-do benchmarks...

* I can describe people’s physical characteristics and personality traits. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can express state of being and feelings. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can make comparisons and use superlatives . (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can talk about past actions. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can describe family relationships. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can express ownership with possessive adjectives and pronouns. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can narrate and describe in the past. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can talk about life stages and events in a biography. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can explore cultural aspects of the Latin American population. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)

At the end of the second quarter, the students will achieve the following can-do benchmarks...

* I can express feelings. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can talk about personal relationships. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can learn and use pronouns for direct and indirect objects. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can learn pronominal reflexive and reciprocal objects. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can express wishes, likes, and preferences. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can introduce people. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can extend an invitation and to respond to an invitation. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can conduct telephone calls. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can express necessity and obligation. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can talk about future actions. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can explore cultural aspects of traditional Latin American and Spanish festivals. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)

At the end of the third quarter, the students will achieve the following can-do benchmarks...

* I can identify articles of clothing .(Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can describe clothing and traditional costumes of Latin America populations. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can describe actions using the present perfect tense. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can describe the appearance and location of objects. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can use the impersonal pronoun se. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can use indefinite adjectives and pronouns properly. ((Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can describe past actions using the past perfect. (Communication, Connections, Literacy 1, 3, SL1, W4)
* I can identify and describe domestic tasks and jobs. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)

At the end of the fourth quarter, the students will achieve the following can-do benchmarks...

* I can identify traditional dishes and foods of the Spanish-speaking world. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can talk about nutrition. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can identify personal hygiene practices. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can differentiate between the uses of por and para. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can name parts of the body. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can state affirmative and negative commands. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can use the conditional verb tense properly. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can use different verbs that express a change. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)
* I can give advice and make recommendations. (Interpersonal Communication, Presentational Communication, Interpretative Communication, SL1, W4, Literacy 1, 3)

**Grading Policy**

**High School World Languages**

**Overview:** The goal of grading and reporting is to provide the students with feedback that reflects their progress toward the mastery of the indicators and objectives found in the World Languages Curriculum Framework Progress Guides.

|  |  |  |
| --- | --- | --- |
| **Factors** | **Brief Description** | **Grade Percentage Per Quarter** |
| **Class Work** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standard. Classroom participation will be part of the Communication Standards in this section. Classwork includes warm-up, independent activities, work in groups with rubric and reflection (journal or notebook section), conversational tasks, debates, panel interviews, discuss, and analyze articles and students performances in the target language. |   **35%** |
| **Homework** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All grades in this section must be labeled by Standards. Homework includes but is not limited to all assignments completed outside of the class, setting for reading, writing, interviews, cultural events, and research projects. | **20%** |
| **Assessment** | Students will be assessed in each of the five (5) National World Language standards: Communication, Cultures, Connections, Comparisons, and Communities. All graded assignments in the assessment section must be labeled by Standards. This grading factor includes formative and summative assessments. | **45%** |

**National Standards for World Language Learning**

*Communication: Communicate in Languages Other Than English*

*Cultures: Gain Knowledge and Understanding of Other Cultures*

*Connections: Connect with Other Disciplines and Acquire Information*

*Comparisons: Develop Insight into the Nature of Language and Culture*

*Communities: Participate in Multilingual Communities at Home & Around the World*

*Use the three Mode of Communications: Interpersonal, Interpersonal and Presentational*

***Administrative Procedure 5121.3 Prince George’s County Public Schools***

**World Languages Department**

**Parent’s Guide**

As your son or daughter works through homework activities, we are providing some test-taking tips for World Languages students. You can support their developing skills in listening, speaking, reading, and writing in the target language being studied.

**Test-taking Tips for World Languages Students**

**Listening Skills**

* Encourage your son or daughter to always listen in class and be sure they understand what is being said.
* If they have a hearing problem, let their teacher know.
* In a listening test they will be asked to respond to items spoken by either the teacher or a recording.
* They need to listen carefully for directions.
* It’s important that they concentrate on what is being said--try closing their eyes from time to time while listening.
* When the teacher is speaking, remind them to observe facial expressions and gestures, listen for changes in his/her voice, and watch his/her lips.
* If the test is recorded, remind them that the recording will not wait for them to catch up.

**Speaking Skills**

* Encourage them to participate in class as much as possible to keep improving their skills.
* In a speaking test they may be asked to demonstrate their ability to pronounce accurately, repeat phrases accurately, describe a picture or formulate answers to questions.
* They may be asked to speak in front of the class, help them to record their answers and speak directly to the teacher.
* Help them to prepare by practicing at home with someone in your family, in front of a mirror or with a tape recorder.
* Encourage them to study with a classmate by asking each other questions in person or talking in the language over the phone.
* Remind them to speak clearly and do not mumble.
* Remind them if they make a mistake, keep going.
* Let them know the importance of do not chew gum or eat candy during oral presentations.

**Reading Skills**

* Help them to learn vocabulary and verb forms thoroughly.
* They may be asked to recognize vocabulary or verb forms on a specific topic or they may need to answer questions based on their understanding of a paragraph on a specific topic.
* Encourage them to read everything once before trying to answer.
* After reading once, skim (go over quickly) for answers.
* They need to read carefully again looking for information to use in their answers.
* They can focus on what they do know and understand.
* Help them to try to get the gist of the passage if there are things they do not understand.
* Working with them do not spend too long over a single word or phrase.

**Writing Skills**

* They always need to be observant of the details of the words and phrases you come across in the language.
* In a test they may be asked to correctly spell words or phrases given by the teacher, to compose short sentences or complete sentences or paragraphs on specific topics.
* Practice copying with them.
* Help them to learn to visualize words--try to form a mind picture of the word.
* Remind them to be careful and take time to reflect on what they write so they are accurate.
* They need to concentrate on what they hear during dictation.
* Encourage them to remember groups of words as they write.

**World Languages Apps**

**Dictionary All Languages App**- Is simple yet elegant and efficient. Typing a word in the search field, the application will try to find the most watching ones. Nineteen dictionaries to choose from, including Spanish, French, German, Italian, Portuguese, Chinese and more!

**iCaption App**- With iCaption, creating video subtitles or captions from scratch is made easier, even without prior experience in subtitle or transcript creation, its interface utilizes timeline-based editing with audio visualization.

**Zaption App**- Interact & Learn with Video

**Beginner ASL App**- My Smart Hands Baby Sign Language Dictionary LITE