



### Spanish 3

**Course Description:** Your passport to global opportunities awaits! Be marketable by completing two or more years of Spanish to compete for jobs, colleges, and scholarships. You will expand on your knowledge of the language and culture. You will enhance your speaking, listening, reading, and writing abilities on a variety of new topics with the addition of past experiences. You will be able to continue to discover products and practices to help you understand global cultural perspectives.

**Attendance:** Students are required to be in school every day. Students are responsible for communicating with their teachers to make up for missed learning.

**Essential Skills:** In all of our Spanish courses, students will work towards developing proficiency in the following skills. In addition, Hispanic culture will be a focus that is integrated throughout the curriculum.

Skill 1: Interpersonal Communication			
SKILL 1A - I can engage in spoken conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a spoken conversation using <b>above-level language</b> .	I can maintain a spoken conversation using <b>level appropriate language</b> .	I can maintain a spoken conversation using <b>level and below-level appropriate language</b> .	I can maintain a spoken conversation using <b>below-level appropriate language</b> .
SKILL 1B - I can engage in written conversation.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can maintain a written conversation <b>using above-level language</b> .	I can maintain a written conversation using <b>level appropriate language</b> .	I can maintain a written conversation using <b>level and below-level appropriate language</b> .	I can maintain a written conversation using <b>below-level appropriate language</b> .

Skill 2: Presentational Communication			
SKILL 2A - I can create an original spoken message.			
EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a spoken message using <b>above-level language</b> .	I can create a spoken message using <b>level-appropriate language</b> .	I can create a spoken message using <b>level and below-level appropriate language</b> .	I can create a spoken message using <b>below-level appropriate language</b> .
SKILL 2B - I can create an original written message.			

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can create a written message using <b>above-level language</b> .	I can create a written message using <b>level appropriate language</b> .	I can create a written message using <b>level and below-level appropriate language</b> .	I can create a written message using <b>below-level appropriate language</b> .

### Skill 3: Interpretive

#### SKILL 3A - I can interpret an audio/visual source.

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of an audio/visual source.	I can demonstrate <b>basic comprehension</b> of an audio or visual source.	I can demonstrate <b>minimal comprehension</b> of an audio/visual source.

#### SKILL 3B - I can interpret a written passage

EXCEEDS PROFICIENCY (4)	MEETS PROFICIENCY (3)	APPROACHING PROFICIENCY (2)	DEVELOPING FOUNDATIONS (1)
I can <b>accurately</b> demonstrate <b>literal and interpretive comprehension</b> of a text with details/reasoning.	I can <b>adequately</b> demonstrate <b>literal and interpretive comprehension</b> of a text.	I can demonstrate <b>basic comprehension</b> of a text.	I can demonstrate <b>minimal comprehension</b> of a text.

**Course Expectations:** Although not everything is graded, everything is important. In order to demonstrate growth and learning, students will need to:

1. Participate in class activities (take notes, work in a group, complete in class tasks, ask questions) without distractions (cell phones, games, etc.)
2. Use morning time and the teacher to seek help outside of class when needed.
3. Complete all assessments within teacher timelines.
4. Show respect for your teacher, your peers, and yourself. Our class will be a place of acceptance and growth for everyone.

### Grading

**Learning (Practice)** includes instructional activities in and outside of class and are not used in grade determination. In Spanish this includes but is not limited to taking notes, studying vocabulary and grammar, completing worksheets, speaking, listening, reading and writing activities, games, online resources, etc.

**Skyward Assessment (Grades)** Individual mastery of the three communication skills (interpersonal, presentational, interpretive) in a variety of assessment forms will determine the grade for Spanish. Types of assessments may include discussions/conversations, flipgrid

dialogues, skits, presentations, written responses to scenarios, interpretive reading and listening assessments and more.

**Grade Determination:**

The proficiency score for each skill will be determined based on recency, growth, and common trends on assessments. In Skyward, you will see these scores as (4, 3, 2, 1). The table below shows how the overall grade based on these scores will be determined.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>100% - 90%</b>	<b>80% - 89%</b>	<b>70% - 79%</b>	<b>60% - 69%</b>	<b>0% - 59%</b>
All skills achieved at 3 or 4 levels	All skills achieved at 2, 3 or 4 levels with at most one skill at 2 level	All skills achieved at 2, 3 or 4 levels with two or more skills at 2 level	All skills achieved at 1, 2, 3 or 4 levels with at most one skill at 1 level	All skills achieved at 1, 2, 3 or 4 levels with two or more skills at 1 level

<b>Final Grade</b>	
A	100% - 90%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	0% - 59%

**Calculations:**

<b>Final Grade Calculation</b>	
Cumulative Grade	<b>95%</b>
Final Exam(s)	<b>5%</b>

**Central High School Courses:**

- Will determine grades based on student performance and growth.
- Will not include practice and behavior in grade determination.
- Will give all students regardless of absence an opportunity to demonstrate learning.
- Will not include extra credit.

**Instructional Resources:**

- Senderos 2. Vista Higher Learning, 2018
- [www.adiostextbook.com](http://www.adiostextbook.com)
- [www.conjuguemos.com](http://www.conjuguemos.com)

- [www.quizlet.com](http://www.quizlet.com)
- [www.youtube.com](http://www.youtube.com) (Dreaming Spanish Channel - Selected Beginner Videos)
- [www.audiolingua.com](http://www.audiolingua.com) (Selected Clips)
- Teacher's Discovery Integrated Performance Assessments (Novice Level)
- Cervantes, Miguel de. *Don Quijote*. Adapted by Elena and Skip McWilliams.
- Glasgow, Mary. "Ahora" *Scholastic Magazine*
- <https://spanish.yabla.com/> (Selected Videos)
- *El Hombre de Jengibre*. Translated by McCafferty, Catherin, 2008 (The Gingerbread Man)
- Silverstein, Shel. *El árbol generoso*. Translated by unknown. (The Giving Tree)
- [www.señorwooly.com](http://www.señorwooly.com) (TPRS Music Stories)

**Course Calendar/Pacing:**

<p style="text-align: center;"><b>August/September</b></p> <table border="1"> <tr><td></td><td></td><td>30</td><td>31</td><td>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td></tr> </table>			30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		<p style="text-align: center;"><b>October</b></p> <table border="1"> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </table>	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p style="text-align: center;"><b>November</b></p> <table border="1"> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td></tr> </table>			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
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<p style="text-align: center;"><b>Unit 1</b></p> <p style="text-align: center;">Responsabilidades en la escuela y casa</p>	<p style="text-align: center;"><b>Unit 2</b></p> <p style="text-align: center;">Leyendas</p> <p style="text-align: center;"><i>The main focus of this unit is to learn about popular</i></p>	<p style="text-align: center;"><b>Unit 3</b></p> <p style="text-align: center;">Enfermedades y Remedios</p> <p style="text-align: center;"><i>The main focus of this unit is to learn about common</i></p>																																																																																																									

The main focus of this unit is to review relationships to others and talk about our responsibilities as students and household members. Students will discuss what it means to be responsible and what school can look like in other countries.

legends of Spanish-speaking countries. Students will interpret and discuss legends. In addition, students will demonstrate the characters of a legend by creating or re-creating their own legend in target language.

**Mini Unit (Oct 28-Nov 2):  
Day of Dead**

Students will learn about the products, practices and perspectives of Dia de Los Muertos, an important holiday in Latin America.

illnesses and recommend simple treatments including home remedies from different cultures. In addition, students will learn how to express what is hurting and describe symptoms they have.

Students will give recommendations to others based on symptoms.

## Unit 4

Mejorando Nuestra Comunidad

This unit will focus on our community and how it compares to communities around the world. We will discuss problems in our community and what improvements can be made. To implement our improvements we will be participating in an election for mayor where our candidate will run on the platform of bettering our community.

Professional Development  
Semester Exams