**Introduction**

It is my pleasure to welcome you to the Independence High School family. I am very excited to be a part of this wonderful school and to be able to help your child gain a broader worldview through the teaching of Spanish. I look forward to making a difference in your child’s life and to working with you to ensure that your child will have a rewarding and enjoyable year.

**Course Description**

This course is designed to expand the basic knowledge acquired in Spanish II. Students will be expected to learn and apply the fundamentals and beyond through performance based assessments and interactions. Students will learn basic modes of communication and grammatical structures as well as develop an understanding of and appreciation for the Spanish speaking people their practices, products and perspectives. The knowledge gained through the development of all of these abilities fosters awareness of cultural diversity among people of the world. I look forward to a challenging, productive and fun year with you.

**The Curriculum**

According to the North Carolina Department of Public Instruction:

The most efficient way to measure world language proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

*1. Novice Low (NL) 2.Novice Mid (NM) 3.Novice High (NH) 4.Intermediate Low (IL) 5.Intermediate Mid (IM) 6.Intermediate High (IH) 7.Advanced Low (AL) 8.Advanced Mid (AM) 9.Advanced High (AH) 10.Superior (S)*

In the ACTFL K-12 Performance and Proficiency Guidelines, each proficiency level has a description of what students can do with the language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction; informal exposure to the language through travel abroad; accessing online resources for individual practice; etc.

In order to account for these variations, as well as to embed multiple entry points, it was decided that the World Language Essential Standards would be organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined that will show what a student should know and be able to do when they hear, speak, read, or write the language.

***Language Skills & the Essential Standards Framework***

The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)’s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C’s or Communication, Culture, Connections, Comparisons, and Communities.

Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

* Connections to Language & Literacy (CLL)
* Connections to Other Disciplines (COD)
* Communities (CMT)

Here is a brief summary of each skill or Essential Standard:

1. Use the language to engage in interpersonal communication. (Interpersonal Communication: Person-to-Person Communication) Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.

2. Understand words and concepts presented in the language.(Interpretive Communication: Listening and Reading)

Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentations-live and recorded, etc.

3. Use the language to present information to an audience. (Presentational Communication: Speaking and Writing)

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.

4. Compare the students’ culture and the target culture: Culture, Learning about culture means building an understanding of the practices, perspectives and products of a society. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

Here is a brief summary of each of the three strands:

*Connections to Language & Literacy - CLL (Comparisons)*

The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

*Connections to Other Disciplines- COD (Connections)*

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

*Communities – CMT (Communities)*

Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse background

***Technology*** is an essential component of this course, since it provides us with an instant view of communities in the U.S. and other countries. There will be internet searches. Students will be encouraged to use computers and other technological devices at school and at home for educational purposes to enhance their assignments and to expand their study skills. ***Translation Clause:*** The use of any translation device on the internet or computer software is considered cheating. If your work is a product of a translation device, you will receive a zero.

***Course Content***

In Spanish III there will be a variety of skills acquired. General topics lending themselves to further language acquisition include art, travel, childhood, community service and more. Students will also learn / review 9 Spanish grammar tenses. Below you will find a ***tentative*** pacing guide for the semester.

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| Week 1 | Para Empezar | Review conjugation of irregular verbs, Audio Activities, Review vocabulary | Test at the end of first week |
| Week 2-3(10 days) | Chapter 1 | Review preterite, and –car, -gar, and –zar verbs, Teach camping vocab quiz next dayPreterite of irregular verbs, Teach remaining vocab, Review imperfectWrite a story on page 50  Audio activities, El Camino a Santiago de Compostela (Culture), Read the leyend of Mexico | Test Chapter 1   |
| Week 4-5 | Chapter 2 | Assign painters for research, Estar + present participle, and irregular participlesReview Ser and Estar, Read about Goya, Audio ActivitiesHave students report on their painters | Test Chapter 2 |
| Week 6-7 | Chapter 3 | Review direct and indirect object pronouns, Review (teach) affirmative tú commandsTeach affirmative and negagive commands , Subjunctive moodIrregular Subjunctive (Audio Activities), Culture the juego de la pelotaWrite advise on how to be healthy | Test Chapter 3 |
| Week 8-9 | Chapter 4 | Review Vocab, Por and Para excersices, Nosotros commands, Relay on Love (Audio Activities), Amor, Amor, Amor activities, Read poetry | Test Chapter 4 |
| Week 10-11 | Chapter 5 | Perfect tenses, Demonstrative Pronouns, Vocabulary (work), Read La PobrezaAudio activities,Write a letter requesting a job. | Test Chapter 5 |
| Week 12-13 | Chapter 6 | Future project, How will our school be in 20 years, What do you want to be when you grow up?, Future tense, Share projects about the future, Rosa, Audio Activites  | Test Chapter 6 |
| Week 14-15 | Chapter 7 | Present and present perfect conditional, Write your own legend or myth,  The Quetzal, Subjunctive with adjective clauses, Audio Activities | Test Chapter 7 |
| Week 16-17 | Chapter 8 | Conditional tense, Imperfect Subjunctive, History of Spain, and influence of culturesAudio Activities | Test Chapter 8 |
| Week 18 | Review for Final |  |  |

***Assessment / Course Grading Plan***

**GRADING BREAKDOWN**: Formal Assessments (may include Tests, Projects, Quizzes) = 70%

 Informal Assessments (may include Homework/Class work, Participation) = 30%

***Projects and Major Assessments*** will be assigned to assess cumulative, comprehensive learning. Many of these assessments include interpersonal, interpretive and presentational tasks. When appropriate these assessments will be graded on a rubric that will be given/explained to the student when the assignment is given

***Quizzes*** will be given to assess interim learning**.**

***Homework*** is an important aspect of our learning experience. Homework will be assigned on a regular basis. Assignments will include but is not limited to preparing for oral presentations, grammar exercises, studying of vocabulary terms, reading, writing short paragraphs and researching cultural information.

***Class Rules and Expectations for Managing Student Behavior***

**Entering and leaving class:** Be on time! Check the board for the day’s required materials and start the warm-up. Remain seated and quiet during all announcements. Stay seated until bell rings.

**Expectations*:* 1**. Bring necessary materials to class. **2**. Act respectfully to all people and objects in our classroom.

 **3**. Allow others the opportunity to learn.  **4.** Be food, drink, and gum free. **5.** Perform necessary personal

 grooming elsewhere.

### Consequences: 1. Warning 2. Warning Referral 3. Parent Contact 4. Office Referral

**Rewards: 1**. Personal satisfaction **2.** Dulce (candy) **3.** Positive Calls/Emails to parents **4.** Student Recognition

***Interventions and Opportunity for Extra Help***

**Tutoring** is available Tuesdays from 2:30-3:00.

**Make-up work** is your responsibility, not mine. If you don’t initiate the opportunity to make-up work, a zero for the missed work will be posted. Tests, quizzes and presentations must be made up within five days of the absence. Homework is due the day you return. **Late homework / assignments** will receive a deduction in points but will be accepted if completed within the time parameters given.

**Internet support:** I will be sharing online resources with the students once we get started. We will use [www.edmodo.com](http://www.edmodo.com) as our class website.

**Retakes*:*** Any student who would like to improve a formal assessment may make retake the quiz / test to improve their grade. The student must attend *mandatory tutoring* **and**retake the assessment within five days of it being returned.

**Best tip for students:** KEEP UP WITH EVERYTHING, LITTLE BY LITTLE, EVERY DAY! Maintaining an organized notebook will help.

I hope each of you will enjoy learning Spanish this year. I believe that each of you has the ability to succeed in this class. This year promises much Spanish learning as you all begin your language study.