

## **Spaulding High School Spanish 3 Course Syllabus 2021-2022**

**Course Title: WLA113-Spanish 3**

**Department:** World Languages

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### **Course Description:**

This course stresses vocabulary acquisition and grammar that is used in various writing exercises and compositions, as well as in speech. Reading includes short cultural stories and several dialogues. Speaking is emphasized at this level, with students being able to converse spontaneously and creatively in present and past tenses.

### **Topics/Areas of Study/Units of Study:**

#### **Lección Preliminar: Un repaso de...**

- \*descripciones de personas
- \* descripciones de lugares
- \* descripciones de emociones
- \* descripciones de comida
- \*definite and indefinite articles
- \*subject pronouns and "ser"
- \*adjectives
- \*el verbo: *tener*
- \*el verbo: *gustar*
- \*ir + a + a place
- \*ser vs estar
- \*-ar, -er, and -ir Spanish verbs
- \*Stem changing verbs
- \*ir + a + infinitive (to talk about the future)
- \*identify and describe people
- \*to talk about likes and dislikes

- \*to say where you and your friends go
- \*to describe how you and others feel
- \*to talk about what you and your friends do

### **Vamos de viaje**

- \*vocabulary of travel preparations, at the airport, and around the town
- \*using the "personal a"
- \*using direct object pronouns
- \*using indirect object pronouns
- \*discuss travel preparations
- \*talk about the things that you do at an airport
- \*ask how to get around town
- \*pronunciation of the sounds L and LL

### **Cuéntame de tus vacaciones**

- \*vocabulary of vacation activities, lodging, gifts and souvenirs
- \*using interrogatives
- \*using preterite -ar verbs
- \*using preterite *ser, ir, hacer, ver* and *dar*
- \*say where you went and what you did on vacation
- \*ask information questions
- \*talk about buying gifts and souvenirs
- \*pronunciation of H and CH

### **La Copa Mundial**

- \*vocabulary of sports
- \*vocabulary related to healthy living
- \*adverbs with *-mente*
- \*preterite of -er and -ir verbs
- \*demonstrative adjectives and pronouns

\*talk about sporting events and athletes

\*discuss ways to stay healthy

\*point out specific people and things

\*retell events from the past

\*pronunciation of the K sound

### **¿Qué vamos a hacer?**

\*vocabulary of your daily routine

\*sequencing words

\*vocabulary of parts of your body

\*The Spanish verb *pensar* + *infinitive*

\*Spanish reflexive verbs

\*the Present Progressive tense

\*discuss your daily routine

\*clarify a sequence of events

\*to say what you and others are doing and what you intend to do

\*Pronunciation: the accent

### **Materials / Text:**

Spanish 113 will use the text [Avancemos 2](#) as the framework

Supplemental materials will include music, alternative texts, literature, videos as well as outside activities .

(I encourage you to go to [Avancemos 2](#) online and utilize the Practice Activities that supplement each unit)

**Replacement cost:** \$70.00

### **Practice:**

Perseverance, accountability, responsibility, effort, curiosity and active engagement are factors conducive to learning. While these are not part of your proficiency level of a specific skill, they are necessary to develop social skills and meaningful connections with the subject matter across other areas of study.

### **Assessment/Reassessment:**

Reassessment Philosophy and Protocol

What we believe about learning and assessing:

- Not all students learn at the same rate
- All students must be provided multiple opportunities to attain mastery/proficiency
- Reassessment is part of the learning process
- Learning is continuous
- Students will be encouraged to reassess in order to attain the highest standard possible
- <https://docs.google.com/document/d/1CKIYjuZ04vEIbkhLoFnrRW0gE1ueNRrAraeT8qTZKC8/edit>

### **Classroom Expectations: / Behavioral Expectations:**

- Cell phone policy: Do not have cell- phones, electronic devices nor head -phones in plain view. These items must be off and put away when you are in class.
- Before/after an absence: When absent, you have two days to meet with your teacher to find out what you have missed and set up a date to make up quizzes and tests or submit assignments. You may set this time during advisory if you feel you need more one on one explanations or if you only need to pick up copies of practice activities which you understand the purpose of, you can see me during morning or afternoon blocks. It is the expectation that students demonstrate initiative and do all assigned practice activities.
- Behavioral expectations:  
Respect yourself, others and our learning space.  
Arrive on time and prepared to listen,read,write, contribute and practice.  
  
Be honest with your work.  
Dress in accordance with school dress code.  
Use a pass to leave the classroom.Show a pass if you arrive late.
- Necessary materials: A binder and pencil or pen

**List of Assessed Course Standards:**

Standard	Skills	Assessments
Speaking/ Interpersonal Presentational	<ul style="list-style-type: none"> <li>A. I can discuss travel preparations</li> <li>B. I can talk about the airport and things that you have to do in an airport.</li> <li>C. I can discuss vacation activities</li> <li>D. I can talk about shopping</li> <li>E. I can ask informational questions</li> <li>F. I can point out specific people and things</li> <li>G. I can retell specific events from the past.</li> <li>H. I can discuss daily routines</li> </ul>	Reading activities, skits, dialogues, written responses to listening activities
Listening Comprehension	<ul style="list-style-type: none"> <li>A. I can understand questions about travel.</li> <li>B. I can understand the necessary vocabulary to successfully travel by air or taxi (uber)</li> <li>C. I can understand a recestation of a daily routine</li> <li>D. I can ask for clarification</li> </ul>	Reading activities, skits, dialogues, written responses to listening activities
Reading Comprehension	<ul style="list-style-type: none"> <li>A. I can understand travel information and itineraries</li> <li>B. I can understand the use of direct and indirect object pronouns and can identify the nouns that are being replaced.</li> <li>C. I can understand descriptions of past events.</li> </ul>	Discussion and written responses to selected readings
Writing Presentational	<ul style="list-style-type: none"> <li>A. I can write about travel plans.</li> <li>B. I can write about activities that happened in the past using the preterite tense and the irregular preterite tense.</li> <li>C. I can write using direct and indirect object pronouns to replace nouns in a sentence.</li> <li>D. I can describe my daily life using the reflexive form</li> </ul>	Written essays, paragraphs projects and presentations

Performance Level →	General Criteria →	Standard-specific Criteria →
Exemplary	<p>The evidence collected is proficient and provides additional information. The student completes advanced applications of the material by adding extra information. The student knows the concept well enough to be able to teach it to someone else.</p>	<p>Students who demonstrate understanding at this level can correctly and independently...</p> <ol style="list-style-type: none"> <li>1) Meet all level P requirements and</li> <li>2) Accurately uses the grammar conventions in independent writing assignments</li> </ol>
Proficient	<p>The evidence collected shows understanding of the process or content as well as application in various settings. Some errors or mechanical mistakes may exist but do not impede demonstration of understanding. The student met the expected level of performance.</p>	<p>Students who demonstrate understanding at this level can correctly and independently</p> <ul style="list-style-type: none"> <li>● Introduce oneself</li> <li>● Introduce someone else</li> <li>● Respond to an introduction</li> <li>● Ask someone's name and provide their name when asked</li> <li>● Answer how they are when asked</li> <li>● Ask how someone is</li> </ul>
Developing	<p>The evidence collected shows some understanding of greetings and introductions but lack of vocabulary impedes understanding. The groundwork for comprehension and output is evident, but misconceptions prevent the student from understanding and producing the correct greeting or introductions</p>	<p>Students are developing understanding because...</p> <ol style="list-style-type: none"> <li>1) There is partial understanding of the level P requirements and/or</li> <li>2) One or two level P requirements have not been assessed</li> </ol>
Beginning	<p>The evidence collected shows a beginning understanding of the process or content, but misconceptions impede understanding. Even with help, the student demonstrates an incomplete understanding.</p>	<p>Students are beginning to understand because...</p> <ol style="list-style-type: none"> <li>1) Even with help, no understanding of the level P requirements are demonstrated and/or</li> <li>2) Three or more level P requirements have not been</li> </ol>

		assessed
No Evidence	There is a lack of evidence to determine proficiency.	

I have read and understand the attached syllabus. I know how to contact the teacher and/or access the syllabus in the future should questions arise.

Student's Name: (please print) \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_