

Spanish III: Course Syllabus & Year in a Glance

Course Overview & Syllabus

Course Information

- **Course Title:** Spanish III
- **Grade Level:** 9–12
- **Textbook:** McGraw Hill *¡Así se dice! Level 3* (ISBN: 9780076757817)
- **Supplementary Readers / Quick Books:** Selected authentic short stories, cultural readers (*La Llorona*, *Vida y muerte en la Mara Salvatrucha*, or *Lajas y Leyendas* excerpts), and leveled articles.

Course Description

Spanish III builds upon the foundation established in Spanish I and II. Designed for students seeking to achieve intermediate language proficiency, this course refines communication skills through immersive speaking, listening, reading, and writing activities. Students will expand their vocabulary into specialized real-world topics, master complex grammar structures (including past tenses, the subjunctive mood, and compound tenses), and explore the rich cultural diversity of the Spanish-speaking world.

Learning Objectives & Targeted TEKS Standards

By the end of Spanish III, students are expected to move from **Novice High** to **Intermediate Low/Mid** proficiency on the ACTFL scale, satisfying the Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English (LOTE) Level III:

- **1. Communication (Interpersonal, Interpretive, Presentational):**
 - **1A (Interpersonal):** Express opinions, negotiate meaning, and exchange detailed information in spontaneous spoken and written conversations.
 - **1B (Interpretive Reading/Listening):** Comprehend main ideas, supporting details, and cultural nuances in authentic audio, visual, and written texts.
 - **1C (Presentational):** Present organized information, concepts, and narratives to an audience of listeners or readers on various topics.
- **2. Cultures:**
 - **2A & 2B:** Analyze products, practices, and perspectives of Spanish-speaking cultures and evaluate their historical and modern influence.
- **3. Connections:**
 - **3A & 3B:** Relate Spanish language and culture to other academic disciplines (geography, history, literature, ecology, social science).
- **4. Comparisons:**
 - **4A & 4B:** Contrast linguistic structures (moods, tenses, idioms) and cultural practices between Spanish and English-speaking communities.
- **5. Communities:**
 - **5A & 5B:** Utilize Spanish beyond the classroom environment for personal growth, cultural

exchange, and career awareness.

Class Materials & Required Supplies

1. **Primary Textbook:** McGraw Hill *¡Así se dice! Level 3* (hard copy or digital access code).
2. **Supplemental Readers:** Quick Books / Novel Readers assigned per six-week period.
3. **Classroom Binder/Notebook:** Dedicated 3-ring binder (1.5 in) or digital portfolio for vocabulary logs, grammar practice, and writing samples.
4. **Writing Utensils:** Highlighters, blue/black pens, and pencils.
5. **Digital Device:** School-issued laptop or tablet for online textbook activities, audio listening assignments, and formative checks.

Grading & Assessment Policy

Grades evaluate student performance across all three communicative modes:

Category	Weight	Examples
Summative Assessments (Major)	60%	Chapter exams, unit projects, presentational speeches, essay assignments, Quick Book comprehension exams.
Formative Assessments (Minor)	NA	Quizzes (vocab/grammar), reading checks, interpersonal dialogues, listening comprehension tasks.
Daily Work & Practice	40%	Class participation, homework, journal entries, quick-write warmups, interactive textbook exercises.

Expectations for Academic Success

1. **Target Language Usage:** Spanish is the primary language of instruction. Students are encouraged to take risks and speak Spanish daily.
2. **Active Engagement:** Language acquisition requires daily interaction, listening, and speaking practice.
3. **Academic Integrity:** All work must be original. Online translators (e.g., Google Translate) are strictly prohibited for entire sentences or paragraphs; approved tools like *WordReference* are permitted for individual dictionary searches.

Year in a Glance (YAG) — 6 Six-Week Periods

SPANISH III ACADEMIC ROADMAP

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1st Six Weeks	2nd Six Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks						
Review & Past	Well-Being &	Arts & Media	Community &	Careers &	Legends &						
Travels	Technology		Environment	Future	Society						
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1st Six-Week Period: Travels, Train Journeys & Culinary Culture

- **Textbook Units:** *¡Así se dice! Level 3* — Repaso & Capítulo 1 (*Un viaje en tren y la cocina*)
- **Quick Book / Reader Focus:** Short travel logs & authentic menus from Spain and South America.
- **Grammar / Structures:**
 - Review of Present & Preterite vs. Imperfect tenses.
 - Past time expressions (*ayer, anoche, mientras, de repente*).
 - Direct and Indirect Object Pronouns used in sequence.
- **Vocabulary:** Train travel, station procedures, restaurant dining, food preparation, regional dishes.
- **TEKS Alignment:** 1A, 1B, 1C, 2A, 3A, 4A

Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
W1	Course orientation; Diagnostic & Preterite/Imperfect Review	Repaso A-C	Baseline Speaking/Writing Diagnostic
W2	Train Travel: Tickets, schedules, and train stations	Cap. 1 Vocabulario 1	Listening & Vocabulary Quiz
W3	Distinguishing Preterite vs. Imperfect in story	Cap. 1 Gramática 1	Travel Journal Entry (Past Narrative)

	narration		
W4	Dining Out & Cuisine: Regional foods of the Hispanic world	Cap. 1 Vocabulario 2	Skit: Ordering & Resolving Restaurant Issues
W5	Pronoun review with past tenses & imperative commands	Cap. 1 Gramática 2	Menu Creation & Culinary Presentation
W6	Unit Review & 1st Six-Week Summative Assessment	Cap. 1 Assessment	Major Exam: Chapter 1 + Oral Interview

2nd Six-Week Period: Health, Wellness & Modern Technology

- **Textbook Units:** *¡Así se dice! Level 3* — Capítulo 2 (*La salud y el bienestar*) & Capítulo 3 (*La tecnología y los medios*)
- **Quick Book / Reader Focus:** *Quick Book Part 1* — Guided cultural reader (e.g., chapters 1–3 of assigned leveled novel).
- **Grammar / Structures:**
 - Introduction to the Present Subjunctive Mood (WEIRDOS: Wishes, Emotions, Impersonal expressions).
 - Subjunctive with Expressions of Doubt and Uncertainty.
 - Informal (tú) and Formal (Usted) Commands.
- **Vocabulary:** Health, medical visits, exercise, nutrition, digital media, smartphones, online communication.
- **TEKS Alignment:** 1A, 1B, 1C, 3B, 4A, 5A

Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
W7	Health & Wellness: Symptoms, medical treatments, nutrition	Cap. 2 Vocabulario 1	Medical Consultation Roleplay

W8	Formation of Present Subjunctive; Expressing advice and wishes	Cap. 2 Gramática 1	Health Advice Column (Subjunctive writing)
W9	Technology & Digital Media: Social platforms, hardware, apps	Cap. 3 Vocabulario 1	Quick Book Reading Quiz 1
W10	Subjunctive with Impersonal Expressions & Emotion	Cap. 3 Gramática 1	Digital Ethics Forum Discussion
W11	Commands with Object Pronouns; Tech troubleshooting	Cap. 3 Gramática 2	User Manual / How-To Instructional Guide
W12	Unit Review & 2nd Six-Week Summative Assessment	Cap. 2 & 3 Assessment	Major Exam: Subjunctive Basics + Quick Book Part 1

3rd Six-Week Period: Fine Arts, Literature & Entertainment

- **Textbook Units:** *¡Así se dice! Level 3* — Capítulo 4 (*Las bellas artes y el entretenimiento*)
- **Quick Book / Reader Focus:** *Quick Book Part 2* — Mid-book milestone analysis & character study.
- **Grammar / Structures:**
 - Subjunctive with Conjunctions of Time (*antes de que, para que, tan pronto como*).
 - Present Perfect & Past Perfect Tenses (*haber* + past participle).
 - Comparative and Superlative Expressions.
- **Vocabulary:** Visual arts, painting, sculpture, theater, music genres, film, literary terms.
- **TEKS Alignment:** 1B, 1C, 2B, 3A, 4B

Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
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W13	Visual Arts: Famous Hispanic painters (Kahlo, Velázquez, Goya)	Cap. 4 Vocabulario 1	Art Critique Presentation
W14	Theater & Music: Dramatic arts, concerts, stage performance	Cap. 4 Vocabulario 2	Quick Book Reading Quiz 2
W15	Present Perfect & Past Perfect Tenses (<i>He visto, Había ido</i>)	Cap. 4 Gramática 1	"My Life Experiences" Writing Portfolio
W16	Subjunctive in Time Clauses; Expressing intent	Cap. 4 Gramática 2	Film & Performance Review Essay
W17	Quick Book Analysis & Semester Review Prep	Supplementary Reader	Quick Book Mid-Point Synthesis Seminar
W18	Semester 1 Final Exams	Comprehensive	Midterm Assessment: Listening, Reading, Writing

4th Six-Week Period: Community, City Life & Environmental Conservation

- **Textbook Units:** *¡Así se dice! Level 3* — Capítulo 5 (*La ciudad y el campo*) & Capítulo 6 (*El medio ambiente y la ecología*)
- **Quick Book / Reader Focus:** *Quick Book Part 3* — Environmental focus articles and novel chapters 4–6.
- **Grammar / Structures:**
 - The Future Tense (Regular & Irregular verbs).
 - The Conditional Tense (Expressing hypothetical situations).
 - Relative Pronouns (*que, quien, lo que*).
- **Vocabulary:** Urban infrastructure, city services, rural life, agriculture, ecology, conservation, natural disasters.

- **TEKS Alignment:** 1A, 1B, 2A, 3B, 4A, 5B

Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
W19	City vs. Countryside: Urban transportation and rural life	Cap. 5 Vocabulario 1	Comparative City/Rural Infographic
W20	The Future Tense: Making predictions about urban growth	Cap. 5 Gramática 1	Future Predictions Speaking Task
W21	Ecology & Environment: Conservation, pollution, biodiversity	Cap. 6 Vocabulario 1	Environmental Awareness Campaign Flyer
W22	The Conditional Tense: Solution proposals (<i>Yo cambiaría...</i>)	Cap. 6 Gramática 1	Proposal: Solutions for Local Ecosystems
W23	Relative Pronouns in complex sentence structures	Cap. 6 Gramática 2	Quick Book Reading Quiz 3
W24	Unit Review & 4th Six-Week Summative Assessment	Cap. 5 & 6 Assessment	Major Exam: Future/Conditional & Eco-Project

5th Six-Week Period: Professional Life, Future Careers & International Business

- **Textbook Units:** *¡Así se dice! Level 3* — Capítulo 7 (*Las profesiones y los negocios*) & Capítulo 8 (*Los viajes y el turismo*)
- **Quick Book / Reader Focus:** *Quick Book Part 4* — Conclusion of reader & character resolution.

- **Grammar / Structures:**
 - Introduction to the Imperfect Subjunctive Mood.
 - Conditional Sentences ("If" clauses with Imperfect Subjunctive).
 - Passive Voice and the "Se" Impersonal/Passive.
- **Vocabulary:** Careers, job interviews, resumes, business world, global tourism, hotel management, eco-tourism.
- **TEKS Alignment:**Capítulo 7 (Las profesiones y los negocios) & Capítulo 8 (Los viajes y el turismo)
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Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
W25	Professions & Workplace: Job search, skills, career paths	Cap. 7 Vocabulario 1	Professional Resume (Curriculum Vitae)
W26	Job Interviews: Formal language registers and protocol	Cap. 7 Vocabulario 2	Mock Job Interview (Recorded Dialogue)
W27	Imperfect Subjunctive: Formation and usage	Cap. 7 Gramática 1	Quick Book Final Chapter Discussion
W28	Hypothesizing with "Si" Clauses (<i>Si tuviera dinero, viajaría</i>)	Cap. 7 Gramática 2	Hypothetical Career/Travel Essay
W29	International Tourism & Business Ethics	Cap. 8 Vocabulario 1	Quick Book Comprehensive Project / Book Review
W30	Unit Review & 5th Six-Week Summative	Cap. 7 & 8 Assessment	Major Exam: Careers, Tourism & "Si" Clauses

	Assessment		
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6th Six-Week Period: Legends, Myths, History & Modern Society

- **Textbook Units:** *¡Así se dice! Level 3* — Capítulo 9 (*Las leyendas, mitos y la historia*) & Capítulo 10 (*Los desafíos sociales*)
- **Quick Book / Reader Focus:** Authentic Hispanic legends (*El Culebrón, La Llorona, El Popocatepetl e Iztaccíhuatl*) and contemporary cultural readings.
- **Grammar / Structures:**
 - Sequence of Tenses (Indicative vs. Subjunctive in past narratives).
 - Advanced prepositions (*por* vs. *para* mastery).
 - Comprehensive proficiency integration (all moods and tenses).
- **Vocabulary:** Historical events, indigenous civilizations, legends, folklore, social challenges, civic involvement.
- **TEKS Alignment:** 1B, 1C, 2A, 2B, 3A, 4B, 5A

Week	Content Focus	McGraw Hill Alignment	Key Assessment / Artifact
W31	Indigenous Civilizations & History (Mayas, Aztecas, Incas)	Cap. 9 Vocabulario 1	Historical Research Poster
W32	Hispanic Legends & Myths: Oral tradition and folklore	Cap. 9 Vocabulario 2	Retelling/Recreating a Cultural Legend
W33	<i>Por</i> vs. <i>Para</i> Advanced Nuances & Mastery	Cap. 9 Gramática 1	Applied Grammar Mastery Check
W34	Contemporary Social Issues & Civic Responsibility	Cap. 10 Vocabulario 1	Roundtable Discussion on Global Issues
W35	Senior Presentations & Portfolio Final	Course Review	Comprehensive Student Oral Portfolio

	Review		
W36	Semester 2 Final Exams	Course Cumulative	Final Exam: Proficiency & Reading Benchmark

Information for Parents & Students