

Español III

Allegheny-Limestone Middle-High Central School

1 High School Credit

Prerequisite – successful completion of Español II

Themes

**Personal and
Public Identity**

Contemporary Life

**Science, Arts,
Technology**

Global Awareness

Course Objectives:

Students will be able to communicate in Spanish on various topics.
Students will develop a cross-cultural understanding on various topics.
Students will be able to communicate at an Intermediate Mid level

Course Topics:

Travel and Tourism / Pilgrimages

*interactions as a tourist *tourism based on history / religion *culture preparedness

Community Service / Volunteering

*interactions/ working / volunteer *importance of maintaining community service

Global Protection

*future plans *taking a stand / finding support *active roles in protecting the Earth

Inspirational figures and Active Roles in the Community

*who makes a difference? *professionally influential *responsibility to be role models

International Organizations / Influences

*government agencies dedicated to international relations *self-improvement/ goal setting

Economic influence on employment, homes, and family

*changing roles in homes *economic and global connections *educational opportunities

Preparing for the Workforce

*education, activities, employment *changes in career paths *changing family expectations

Literature from South America

*communication about authors *discussing and critiquing literature

Grading Policy:

Listening 30% - Will include:

Interpretive tasks (what can be understood or identified in target language)

Interpersonal tasks (what can be understood and prompt an appropriate response)

Speaking 25% - Will include:

Interpersonal tasks (what can be produced as appropriate responses or used to further develop an interaction between 2 or more people)

Presentational tasks (what students can prepare to share information)

Reading 30% - Will include:

Interpretive tasks (what can be understood and identified when reading)

Interpersonal tasks (what can be understood and rephrased or communicated in other ways)

Presentational tasks (what can be understood and presented in other forms of communication)

Writing 15% - Will include:

Interpretive tasks: (what can be identified in written format focusing on receptive language)

Interpersonal tasks (what can be communicated between 2 or more people in a spontaneous written format focusing on both receptive and productive language)

Presentational tasks (what is planned out to be used to communicate focusing on productive language)

NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID TARGET LEVEL**	INTERMEDIATE HIGH
<p>I can use a small number of repetitive words and phrases for common objects and actions.</p> <p>I can use some simple words to provide basic information.</p> <p>I can be understood only with great effort.</p> <p>I can understand some isolated words.</p>	<p>I can use a limited number of words and phrases for common objects and actions, but they are repetitive.</p> <p>I can use words, phrases, and occasional sentences to provide basic information.</p> <p>I can be understood with difficulty to a language learner.</p> <p>I can understand some simple questions and statements.</p> <p>I frequently need to hear things again.</p>	<p>I can use familiar words and phrases on familiar tasks, topics, and activities.</p> <p>I can elaborate a little.</p> <p>I can use phrases and short simple sentences to provide basic information.</p> <p>I can begin to combine words and phrases to create original sentences.</p> <p>I can mostly be understood by someone accustomed to a language learner.</p> <p>I can understand simple questions and statements. Sometimes I need to hear things again.</p>	<p>I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.</p> <p>I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences.</p> <p>I can be understood by someone accustomed to a language learner.</p> <p>I can understand questions and statements. Sometimes I need to hear things again.</p>	<p>I can use words and expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give details and elaborate on a topic.</p> <p>I can use strings of sentences to describe or explain. I can combine simple sentences using connector words to create original sentences.</p> <p>I can easily be understood by someone accustomed to a language learner.</p> <p>I can understand questions and statements from real life situations which may take place face to face or electronically.</p>	<p>I can consistently use words and expressions to communicate ideas on a wide range of topics and use expanded vocabulary within a topic.</p> <p>I can use connected sentences to narrate, describe or explain. I can begin to communicate in paragraph length.</p> <p>I can generally be understood by someone accustomed and those unaccustomed to a language learner.</p> <p>I can understand the main idea and most details in conversations on familiar topics.</p>

Academic Integrity in regard to translation assistance:

The use of translation services and / or devices to create or translate phrases, sentences, or portions of a task will be considered cheating. The goal of the course is for the learner to be able to communicate using the knowledge base he or she has and is gaining throughout the course(s). Evidence of this type of cheating is found when students use grammatical structures, tenses, and vocabulary that have not been presented or mastered in class. However, there is a legitimate use of reference materials that is acceptable, and part of the curriculum is to teach students the difference between the two uses. No credit will be given to students for tasks that have evidence of cheating or the use of translation services.

Late work policy:

- Quarter 1 – Late work will lose 20% (max score 80%)
- Quarter 2 – Late work will lose 35% (max score 65%)
- Quarter 3 – Late work will lose 50% (max score 50%)
- Quarter 4 – Late work will not be accepted

Classroom Management Policy

Students are expected to respect themselves and others in the classroom. Respect looks like: taking responsibility for one's own learning and accepting assistance from the teacher; being kind and accepting to peers and the teacher; using materials and school supplies as they were intended to be used; and being open to learning about other cultures and traditions. If a student fails to demonstrate respect, the student and I will have a conversation. If things do not improve, parents will be notified. If a student prohibits the other students from having a successful academic opportunity, the student may require a group meeting with student services and / or administration.

