

Spanish 3 & 3H
Wall High School
2024-2025

Teacher Name & Email:

Julie Ryan - julieryan@wallpublicschools.org

Extra Help:

Extra help will be offered the first B day of each week during lunch in Room C-5 (or by appointment.)

Marking Period Schedule

Marking Period 1 9/4/2024 - 11/6/2024	Marking Period 3 1/28/2025 - 4/25/2025
Marking Period 2 11/11/2024 - 1/17/2025	Marking Period 4 4/2/2025 - 6/5/2025
Midterm Exams 1/21/2025 - 1/27/2025	Final Exams 6/6/2025 - 6/13/2025

Course Description

In this advanced level of language study, students continue to review and advance listening, speaking, reading and writing skills acquired in Spanish 1 & 2. Students are expected to communicate orally and in writing with a higher degree of proficiency in the structure of the language. Students study the history of Spain and the Spanish speaking world as well as read literature of Spanish authors and realia in the target language. At the honors level, the pace is faster and the depth and scope of the material is greater. More oral and written work is required while a great degree of independence in completing assignments is expected.

Units of Study

- Unit 1- Los Estados Unidos y México
- Unit 2- Los Estados Unidos It's time to Help
- Unit 3- Centroamerica-The future of our planet
- Unit 4- El Caribe-I want to be like that
- Unit 5- Los paises Andinos--How do we have fun
- Unit 6-Espana-Where do we live
- Unit 7- Colombia & Venezuela-Your past and future
- Unit 8- El Cono Sur-Let's talk about Literature

Classroom Expectations

1. Be prepared and on time each day.
2. Be respectful and patient with yourself and others.
3. Be sure to participate and practice your Spanish on a daily basis.
4. Keep use of electronics, food and drinks outside of the classroom.
5. Don't be afraid to try. Always remember to be positive and have fun!

Materials & Available Resources

Avancemos 3
CDs with audio
LCD projector
Chromebooks & Google Apps
Whiteboards
Conversation sheets/topic cards
Speaking/writing rubrics
Worksheets
Review games

Grading Breakdown

Each quarter grade is based on a percentage model; the following grading formulas have been established.

Marking Period Category Percentages

Category	Minimum Number	Percentage
Major Assessments	2-3	50%
Minor Assessments	8-10	30%
Homework/Classwork	10-12	20%

Course Grading

Category	Percentage
Marking Period 1	20%
Marking Period 2	20%
Midterm Exam	10%
Marking Period 3	20%

Marking Period 4	20%
Final Exam	10%

Marking Period 1*

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
<p><u>Lección preliminar:</u> Verbs associated with activities and playing on sports teams, vocabulary associated with movies, vocabulary associated with places and people we know, vocabulary associated with food and restaurants, emotions, daily routines and adjectives</p>	<p><u>Lección preliminar</u></p> <ul style="list-style-type: none"> · Recall vocabulary to talk about your busy life and your friends. · Describe your daily routine · Describe what you and others like to do. · Describe yourself and others using emotions and adjectives. · Compare and contrast yourself to others. · Use food and restaurant vocabulary to talk about what you like and what restaurants you like. · Use vocabulary in order to read and interpret the following short stories and to compare/contrast the United States with the 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the Spanish Speaking 	<p>3-4 blocks</p>

	<p>Hispanic World:</p> <ul style="list-style-type: none"> · <i>Mis amigos y yo</i> · <i>¿Qué saben hacer?</i> · <i>¿Lo conoces?</i> · <i>Mi rutina diaria</i> · <i>Guia de restaurantes</i> 	<p>World</p>	
<p><u>Lección 1:</u> Vocabulary associated with family and its members, vocabulary associated with vacationing, weather and transportation. Verbs associated with vacationing, family</p>	<ul style="list-style-type: none"> · Identify vocabulary to talk about your family. · Identify vocabulary associated with vacations and camping trips. · Describe the weather. · Identify vocabulary associated with nature. · Use vocabulary to read and interpret poetry: <i>Viento, Agua, Piedra</i> 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the Spanish Speaking World • Student created travel 	<p>3-4 blocks</p>

		<p>brochures in the Spanish speaking world</p> <ul style="list-style-type: none"> • Powerpoint Presentations describing family members, activities and vacations 	
<p><u>Lección 2:</u> Vocabulary associated with family relationships, family vacations, trips and transportation. Vocabulary associated with vacation activities.</p>	<ul style="list-style-type: none"> · Identify vocabulary associated with activities on the beach. · Identify vocabulary and use cognates, predictions and comparisons to listen and interpret: <i>Contexto #3 Diálogo: El Diálogo de Sandra Zapta.</i> · Identify vocabulary, use context clues and cognates to read and interpret literature: <i>Como Agua para Chocolate.</i> 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting BEACHES in the United States and in the Spanish Speaking World • Student created Powerpoint Presentations highlighting one 	<p>3-4 blocks</p>

		aspect of Como Agua para Chocolate. Students will be assigned a section to present	
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**Subject to revision*

Marking Period 2*

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
<p><u>Unidad 2, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>Vocabulary associated with volunteer activities, vocabulary/verbs associated with organizing people to do a project.</p>	<p><u>Unidad 2, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>Identify vocabulary/verbs relating to volunteering and the environment.</p> <ul style="list-style-type: none"> · Identify vocabulary, use cognates and practice listening skills to listen and interpret: Contexto # 3 Diálogo: Irma ganó un concurso con una propuesta publicitaria para televisión. · Identify vocabulary, use context clues and cognates to read and interpret literature: En la Ocho y la Doce 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the 	<p>3-4 blocks</p>

		Spanish Speaking World	
<p><u>Unidad 2 Lección 2:</u></p> <p><u>Leccion 2</u></p> <p>Vocabulary/verbs associated with the media and the community.</p>	<p><u>Unidad 2, Lección 2</u></p> <p><u>Lección 2</u></p> <p>Identify vocabulary associated with the media and movies.</p> <ul style="list-style-type: none"> · Identify vocabulary and use cognates, predictions and comparisons to listen and interpret: El Diálogo de Roberto para el periódico escolar. · Identify vocabulary use predictions, context clues and cognates to read and interpret: Las mañanitas 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the Spanish Speaking World • Student created travel brochures in the Spanish speaking world • Powerpoint Presentations describing family members, activities and vacations 	<p>3-4 blocks</p>

<p><u>Lección 2:</u> Vocabulary associated with family relationships, family vacations, trips and transportation. Vocabulary associated with vacation activities.</p>	<ul style="list-style-type: none"> · Identify vocabulary associated with activities on the beach. · Identify vocabulary and use cognates, predictions and comparisons to listen and interpret:<i>Contexto #3</i> <i>Diálogo: El Diálogo de Sandra Zapta.</i> · Identify vocabulary, use context clues and cognates to read and interpret literature: <i>Como Agua para Chocolate.</i> 	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting BEACHES in the United States and in the Spanish Speaking World • Student created Powerpoint Presentations highlighting one aspect of Como Agua para Chocolate. Students will be assigned a section to present 	<p>3-4 blocks</p>
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**Subject to revision*

Marking Period 3*

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
<p><u>Unidad 3, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>Lección 1: Vocabulary associated with talking about the environment, concerns and possibilities. Vocabulary/verbs associated with technology and making predictions.</p>	<p><u>Unidad 3, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>· Identify vocabulary/verbs relating to the environment, technology, concerns, possibilities and making predictions. · Identify vocabulary, use cognates and practice listening skills to listen and interpret: Contexto # 3 Diálogo- Nicolás y el medio ambiente. · Identify vocabulary, use context clues and cognates to read and interpret literature: La mejor edad</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations 	<p>3-4 blocks</p>

		<p>comparing and contrasting the United States and the Spanish Speaking World</p>	
<p><u>Unidad 3 Lección 2:</u></p> <p><u>Leccion 2</u></p> <p>Vocabulary/verbs associated with social awareness, inventions, obligations, responsibilities and making predictions.</p>	<p><u>Unidad 3, Lección 2</u></p> <p><u>Lección 2</u></p> <p>· Identify vocabulary associated with the media and movies. · Identify vocabulary and use cognates, predictions and comparisons to listen and interpret: El Diálogo de Liliana Estrella · Identify vocabulary use predictions, context clues and cognates to read and interpret: La tristeza del maya</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the Spanish Speaking World • Student created travel brochures in the Spanish speaking world • Powerpoint Presentations describing family members, activities and vacations 	<p>3-4 blocks</p>

Marking Period 4*

Big Ideas	Topics/Themes/Concepts	Activities & Assessments	Timeline (Number of Blocks)
<p><u>Unidad 4, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>Lección 1: Vocabulary associated with describing people, their personal characteristics and professions.</p>	<p><u>Unidad 4, Lección 1</u></p> <p><u>Lección 1:</u></p> <p>Lección #1 · Identify vocabulary/verbs relating to describing people, their personal characteristics and their professions.</p> <p>· Identify vocabulary, use cognates and practice listening skills to listen and interpret: Contexto # 3 Diálogo de Inés Delgado ·</p> <p>Identify vocabulary, use context clues and cognates to read and interpret literature: El Sueño de América.</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint 	<p>3-4 blocks</p>

		<p>Presentations comparing and contrasting the United States and the Spanish Speaking World</p>	
<p><u>Unidad 4 Lección 2:</u></p> <p><u>Leccion 2</u></p> <p>Lección 2: Vocabulary/verbs associated with describing people and places and expressing positive and negative emotions</p>	<p><u>Unidad 4, Lección 2</u></p> <p><u>Lección 2</u></p> <p>Lección #2 · Identify vocabulary associated with the media and movies.</p> <p>· Identify vocabulary and use cognates, predictions and comparisons to listen and interpret: El Diálogo de Enrique y la revista escolar. ·</p> <p>Identify vocabulary use predictions, context clues and cognates to read and interpret: La ñapa</p>	<p><u>Activities</u></p> <ul style="list-style-type: none"> • Teacher created conversation sheets • Avancemos chapter partner activities • Student created skits using vocabulary • Group and partner activities • Surrender on 6/verb conjugations • Dice game with verb conjugation cards • Board games to practice verb identification and conjugation • Board games to practice definitions of vocabulary • Student presentations/skits on comprehension of short stories • Powerpoint Presentations comparing and contrasting the United States and the Spanish Speaking World • Student created travel brochures in the Spanish speaking world • Powerpoint Presentations describing family members, activities 	<p>3-4 blocks</p>

		and vacations	
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**Subject to revision*

Final Exams: June 6 - June 13

Make-up Work as per Student Handbook

- Students who are absent from class for any reason will be required to make-up the work missed in each class. Completion of this work should take approximately the same amount of time as the student missed from class. In extreme cases of prolonged absence, (more than five consecutive days,) the Principal may grant extra time for the students to complete missing assignments. Students will receive an incomplete grade pending the submission of the missing assignments. Students will receive a zero for any work that is not completed by the designated timeline.
- It is the student's responsibility to obtain all make-up work from his/her teachers immediately upon return to school. Failure to obtain makeup work is no excuse for not completing work missed. Students have the same amount of time that they have been absent to make up the work.

Academic Integrity Policy as per Student Handbook

Plagiarism Policy

- **Freshmen:** On the first offense, the student may rewrite for a maximum grade of 55. The rewrite should be closely monitored by the teacher because on the freshmen level we are concerned with students' understanding of the process. On the second offense, the student receives a 0 grade for the final product. (Students' offenses will be filed in the supervisor's office.)
- **Sophomores, Juniors and Seniors:** If the teacher finds that the plagiarism is flagrant or pervasive and can document the same, the assessment may receive a grade of zero.

Cheating

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to the following:

- Copying another student's work;
- Working with others on projects that are meant to be done individually;
- Looking at or copying another student's test or quiz answers;
- Allowing another student to look at or copy answers from one's test or quiz;

- Using any other method (ie “cheat sheets”, communicating in any form) to get/give test or quiz answers;
- Taking a test or quiz in part or in whole to use or to give to others;
- Copying information from a source without giving proper acknowledgment;
- Taking papers from other students, publications, or internet sources and claiming it as one’s own work;
- Academic dishonesty in any other form including, but not limited to, tampering with computerized grade records;
- Giving or receiving answers and/or test questions to or from another student.

Violators of this policy will be disciplined on a case-by-case basis, depending on the seriousness of the violation, prior violations and other factors.

Disciplinary measures/consequences may include, but are not limited to the following:

- Redoing the assignment (see policy on plagiarism);
- Receiving a zero grade on the project, test or quiz;
- Letter sent to parent and placed in the student’s file;
- Detention, suspension or expulsion.