



ASHS WORLD LANGUAGE COURSE SYLLABUS

ABINGTON SCHOOL DISTRICT MISSION

Building upon the historical and culturally diverse roots of our community and its proud traditions, and recognizing the uniqueness of each student, the Abington School District promotes excellence as our standard and achievement as the result.

2025-2026

COURSE NAME: Spanish III Honors	TEACHER NAME: Mrs. Giovanna Salas-Wert
PERIOD: 4,6	TEACHER EMAIL: giovannasalas-wert@abington.k12.pa.us TEACHER WEBSITE
LOCATION: ASHS Room C212	The best way to contact me is by email.

Introduction: ¡Hola! I am excited to welcome you all back to school!! My name is Mrs. (Señora or Sra. in Spanish) Salas-Wert. I am eager to share my knowledge and enthusiasm for Spanish with you. Here's a little about me. I have been teaching for over twenty one years and am a proud latina raised in Philadelphia. I graduated from Temple University with a Bachelor of Science in Education and from Millersville University with a Masters of Arts in Spanish. I am also an English Language Development Specialist. I am married to another Spanish teacher. We have two sons, ages sixteen and nineteen and two small dogs. For fun, I enjoy playing with technology and working out. I really hope that you will enjoy the class and take advantage of the opportunity to learn a different language and about the associated cultures. If you need to reach out to me, please do not hesitate.



COURSE DESCRIPTION: Prerequisite: successful completion of Spanish II. (This course continues the study of Spanish in thematic units with the

emphasis on the three modes of communication: interpretive (listening and reading), interpersonal (two-way communication- listening and speaking, reading and writing) and presentational (speaking and writing to an audience). A student at this level is expected to perform at the high novice to low intermediate level: understanding and producing more language in familiar and rehearsed situations, beginning to expand into original contexts from learned material. Students will learn to communicate about self and others about the basic themes and moving into themes about social issues and customs. Authentic resources for the interpretive mode focus on non-fiction and short fiction texts with literacy support. Students will be immersed in an all-Spanish classroom.

COURSE GOALS AND OBJECTIVES:

The goals of the language courses offered at Abington School District grades 9-12 are to enable students to:

1. **Communicate** in the language of study in the following modes.
 - a. Interpersonal (speaking/writing/listening/reading in a two-way communication)
 - b. Interpretive (listening/reading)
 - c. Presentational (speaking/writing to an audience)
2. Relate **cultural** information of the countries where the language is spoken.
 - a. Communicate with individuals from the **communities** where the language is spoken.
3. Analyze the concepts of culture and nature of language through **comparisons** of the language and English.
4. **Connect** with other disciplines through the use of the language.

Academic Standards	Goal/Objective
STANDARD 1: COMMUNICATION	Communicate in Spanish. <ul style="list-style-type: none"> • Interpersonal (listening-speaking/writing-reading) • Interpretive (listening/reading) • Presentational (speaking/writing to an audience)
STANDARD 2: CULTURE	Relate cultural information of Spanish-speaking countries. <ul style="list-style-type: none"> • Practices • Products • Perspectives
STANDARD 3: CONNECTIONS	Connect with other disciplines through the use of Spanish. <ul style="list-style-type: none"> • Speaking, Listening, Reading, Writing • Accessing Resources • Media
STANDARD 4: COMPARISONS	Analyze the concepts of culture and nature of language through comparisons of Spanish and English. <ul style="list-style-type: none"> • Structures • Idioms and Phonetics • Cultural Characteristics
STANDARD 5: COMMUNITIES	Communicate with individuals from Spanish-speaking communities .

	<ul style="list-style-type: none"> • Service • Communication • Understanding
--	---

METHODOLOGY/ INSTRUCTIONAL PRACTICES: Cultural proficiency is the basis for all instruction in the language classroom. While culture is integrated into each unit, students will be continually focused on communication/ performance tasks in the three modes of communication:

1. Interpersonal: Students exchange information and negotiate meaning orally or in writing. Examples of performance tasks in this mode are:
 - a. You have a "pen-pal" from another country and you are emailing back and forth about your school and classes that you study. Share which classes you like and don't like and see what you and your pen-pal have in common.
 - b. Role play with a partner that you are meeting an exchange student from another country coming to Abington for the first time and you would like to befriend him/her. You need to give them information about yourself and get information from them.

2. Interpretive: Student engage in reading or listening to understand the meaning of oral, written or other cultural texts (film, television, newspaper). Examples of performance tasks in this mode are:
 - a. Listen to a description of a typical school schedule from another country. How is their school day different from Abington's school day? How is it the same? Which one would you prefer?
 - b. Read a story about a family from another country and be able to identify from the pictures which family members he/she is talking about. Are there any differences between their family and yours? Is the family a typical one from their country? Is the family similar to families in the US?

3. Presentation: Students engage in a one-way oral or written communication that presents information to an audience. Examples of performance tasks in this mode are:
 - a. You are applying for a scholarship for an exchange program in another country. You need to write an essay about yourself sharing why you would be a good candidate to travel with the group. Be sure to include your demographic information, your personality attributes, your hobbies and your academic strengths.

- b. You are creating a video to post on your Facebook page all about you. Make sure that you include your likes and dislikes, any extra-curricular activities, and your “favorites”.
4. Skills: Students will practice vocabulary and grammatical structures in context with the ultimate purpose of communication in one of the three modes.

ASSOCIATED TEXTBOOK/ MATERIALS:

1. **Realidades 3 (some online material will be available/ class set used)**– Prentice Hall Publisher.
2. **Cheap earbuds with microphone**
3. **Charged Chromebook**

DISTRICT GRADING POLICY: Grades will be updated in Skyward and students and parents/guardians can access grades online.

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	40-59%
F	0-39%

COURSE GRADING PROCEDURES: Grades are weighted according to the following:

20%- all assessments related to proficiency in Writing (Presentational and Interpersonal)

20%- all assessments related to proficiency in Speaking (Presentational and Interpersonal)

20%- all assessments related to proficiency in Reading (Interpretive)

20%- all assessments related to proficiency in Listening (Interpretive)

10%- Graded Assignments-all coursework related to practice- classwork, homework, etc.

10%- Participation- use of target language in the classroom and student engagement in the lessons

CLASSROOM RULES:

1. Be respectful to your teacher and classmates.
2. Come to class on time and be prepared to work.
3. Cell phones should be away or in the assigned pouch.
4. Enjoy using as much Spanish as possible.

ABSENTEE POLICY: You are responsible for any work missed due to absence. Please complete work within two days of each absence. If you are absent for more than 3 days or if we are facing a deadline such as the end of the marking period, I ask that you speak to me so that we may establish a due date.

If you fail to do this, you will receive a zero.

PROJECTS:

Special projects in Spanish class will encourage students to think critically and will allow for creative expression. There will be several projects assigned throughout the year. Students will be given time in class to work on certain projects and will be given time in the library/computer lab if necessary. Additionally, students will be provided with either pacing charts or time frames to ensure that projects are completed in a timely manner. Students are expected to complete projects at home.

FAMILY INVOLVEMENT (Please):

1. Call attention to news reports or events dealing with Spanish speaking countries.
2. Focus on elements of Hispanic culture in the Abington community.
3. Read about and discuss Spanish culture.
4. Practice vocabulary and learn Spanish together.
5. Review vocabulary daily with flashcards.
6. Find fun ways to remember vocabulary words.
7. Practice additional activities posted on my Website so as to strengthen skills.

**Thank you for your cooperation in reading this syllabus carefully.
Let's have a wonderful school year and learn Spanish!!**

