



Spanish III  
MYP Year 5/Phase 3 Grades 10-12  
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## I. Course Description

This course is designed to enhance student knowledge and application of the Spanish language and culture as a part of the International Baccalaureate Middle Years Programme. The IB programme focuses on the combination of knowledge, skills, independent critical and creative thought and international-mindedness. The ultimate goal is to educate the whole person for a life of active, responsible citizenship. The hope is to inspire students to be lifelong learners who are caring, reflective, principled, knowledgeable and confident to communicate in more than one language.

### Course Objectives

In level 3 students will continue applying and developing communication skills learned in level 2. We will be using the four modalities of: reading, writing, listening, and speaking.

These skills will address the **World Language Power Standard 1. (Communicate in languages other than English)**

Also, in level 3 students will have an opportunity to gain knowledge and understanding of cultural aspects of the second language they are studying by doing readings, projects, and activities that will help them achieve cultural competence. **World Language Power Standard 2. ( Gain knowledge and understanding of other cultures and make comparisons to their own)**

## II. Units of Study:

Unidad Preliminar- Spanish 2 Review. All simple verb tenses.

Unidad 1: Así Somos: Fashion Unit, Likes and dislikes. Cultural Expression.

Unidad 2: Lecturas: Role of legends and short stories. Grammar in context.

Unidad 3: El medio ambiente: Environment and Ecotourism Unit. Grammar in context.

Unidad 4: El arte y la literatura. Study of the impact of Hispanic artists.

Unidad 5: Nuestro futuro: Career exploration. Reading and writing letters, advertisements, interviews.

Unidad 6: Novel study: We will be using leveled readers in Spanish to promote comprehension. We will also be doing discussions and writing reactions to what we read.

## III. Standards and IB MYP Aims

Include the district, state, and/or national standards and also the IB MYP aims for your subject area (See your “Subject Guide”).

State Standards	IB Middle Years Program Aims
<ul style="list-style-type: none"><li>Communication:</li><li>Communicate in Languages other than English</li><li>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</li><li>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</li><li>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners on a variety of topics.</li></ul>	<ul style="list-style-type: none"><li>The aims of all MYP subjects state what a teacher may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. An overarching aim of teaching and learning languages is to enable the student to become a critical and competent communicator. Other aims include gaining proficiency in another language, develop respect for diversity of languages, develop communication skills, develop multi-literacy skills, an appreciation for both literary and non literary texts, develop the idea that language is a</li></ul>

	vehicle for thought, offer insight to cultural characteristics where the language is spoken, encourage an awareness for people from other cultures and foster enjoyment of life long learning of another language.
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#### **IV. Text/Resources: (other materials will include audiotapes, films, documentaries)**

1. En español 3: -McDougal Littel
2. La llorona de Mazatlán
3. Problemas en el paraíso
4. Leyendas Latinoamericanas

#### **V. Methodology**

In MYP, teachers work collaboratively to develop a variety of techniques, focusing on critical thinking and reflection. Students take responsibility for their learning through individual and group work, addressing global contexts, expanding on their critical thinking skills, and building on their self-advocacy.

#### **VI. Methods of assessment**

Students will engage in a summative assessment for each unit, which will show knowledge of the content studied. Examples of summative assessment can include: exams, quizzes, projects and oral presentations. Summative assessments will represent 70% of the total student grade for each quarter of the course. Students will also engage in formative assessments for each unit, which will help students develop skills and knowledge, and indicate progress toward the summative assessments given. Examples of formative assessment can include: notes, homework, smaller in-class assignments, workbook, CD and DVD work. Formative assessments will represent 30% of the total student grade for each quarter of the course.

#### MYP Criterion

In this class, students will complete a variety of IB MYP assessments such as quizzes, unit tests, and oral presentations. Assessments like these give students a chance to show their understanding and skills, and in turn, these assessments give teachers useful information, which can be shared with students and families to help improve learning. Students are evaluated in four different areas with IB MYP rubrics for this class:

Criterion A	Comprehending spoken and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion B	Comprehending written and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion C	Communicating in response to spoken written and visual text	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's
Criterion D	Using language in spoken and written form	Quizzes and test, Projects, Quick writes and quick talks and oral work and listening to CD's

IB MYP rubrics use an 8-point international scale, with 8 representing "excellent achievement" and 1 representing "limited achievement." When these assessments will be counted toward students' grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

**Grading scale:** Please refer to Highland Park Sr. High grading scale

**Late work, make up works, retakes:** HPSH policy

## **VII. Additional Classroom Expectations**

### **Materials Needed / Supply List:**

Notebook, Folder -for Spanish class  
iPad  
Pens, Pencils

### **Classroom Expectations:**

#### **Respect**

Yourself, Students, Staff, Ideas, Be helpful and ask for help. No put downs!!  
Use electronic devices for class work only!

#### **Responsibility**

Participate  
Be on time – in your assigned seat with all materials OUT and ready to go  
Follow directions, listen carefully  
Be organized!  
No food is allowed.

#### **Extra Assistance:**

I am available to help students some afternoons after school when necessary by appointment. I am also available before school at 7:00 a.m.

#### **Cheating, Plagiarizing, Stealing, Etc.:**

As per the Highland Park grading policy

#### **Pass policy:**

NO PASSES WILL BE GIVEN the first 8 minutes of class. This is when we set up the day's instructions.

**Prerequisite:** Successful completion of Spanish II.

This course also uses the International Baccalaureate Middle Years Program as a platform for ALL instruction.

Students who successfully complete Spanish I, Spanish II, Spanish III and Spanish IV will have the foundation to test STANDARD LEVEL in the International Baccalaureate Diploma Program as a senior.

- "For specific daily projects and homework please check your child's student planner
- For the status of assignment completion and class grades please see the parent portal/student portal.

Student Signature/Date

Parent Signature/Date

