



Spanish III
 MYP Level 5/Phase 3 Grades 10-12
 Sra. Nelson
 Highland Park Senior High School, Room: 3310
 Google Meet Classroom: [hpsh-nelson-3310](https://meet.google.com/hpsh-nelson-3310)
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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 life-long 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

Unidad 1: Así somos: Descriptions, likes and dislikes, opinions, fashion. (Expresión cultural)

Unidad 2:Lecturas: Role of legends and short stories. *La llorona de Mazatlán* Grammar: Imperfect/Preterite

Unidad 3:El medio ambiente: Environment and Ecotourism unit. Grammar: Subjunctive

Unidad 4:Nuestro futuro: Career exploration. Reading and writing letters, advertisements, interviews.

Unidad 5:Novel study: We will be using leveled readers in Spanish to promote comprehension, discussion, and connections to literature.

Unidad 6:DP prep.

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"> • Communication: • Communicate in Languages other than English • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners on a variety of topics. 	<ul style="list-style-type: none"> • 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 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. Texts *En español 3:* and other supplementary materials as assigned

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.

VII. Grading and Reporting

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 as per the Highland Park Sr. High grading scale

Late Work, Make-Up Work and Assessment re-takes

As per the Highland Park Senior High policy

Cheating, Plagiarizing, Stealing, Etc.:

As per the Highland Park grading policy

VII. Additional Classroom Expectations

Materials Needed / Supply List:

Note book – exclusively for Spanish

Folder – exclusively for Spanish

Writing utensils (pen or pencil)

*** iPad

VIII. Class Norms (written by the students)

1. Be respectful to the teacher, students, the material and yourself.
2. Listen to each other and don't judge
3. Participate and involve yourself (in Spanish!)
4. Work hard and do your best
5. Be punctual, prepared, and ready to learn and have fun!

IX. Office Hours (in Google Meet: hpsh-nelson-3310)

Tuesdays: 1:00 – 2:00 pm

Wednesdays: 1:00-2:00 pm

Thursdays: 1:00 – 2:00 pm

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.