Program Philosophy: The fundamental purpose of World Language instruction is to enable students to communicate in a new language in a culturally appropriate way. The linguistic and cultural insights that come from World Language study are essential for citizens in the global community and marketplace. Our world is becoming an increasingly diverse, globalized, and complex, media-saturated society. Our 21st century learners need a learning environment that is designed to inspire analysis, synthesis, evaluation, and reflection, as well as provide opportunities for problem solving and creating meaningful, relevant projects in a collaborative environment.

Course Outcomes: Spanish 3 reinforces basic communication skills and expands to include increasingly complex concepts both verbally and in writing. Comprehension goals for students include: understanding when listening to the language spoken at normal rates, being able to paraphrase or summarize written passages, and conversing easily within limited situations. Students also continue to study the culture of the Spanish-speaking world through readings, discussions and the use of varied media and technology. Students will build on the skills developed in Spanish II to progress as global citizens who are: communicative as they interact orally in dialogues, interviews, and surveys, and practice writing everything from lists to reports; knowledgeable about Spanish language and its cultures; inquisitive about diverse subject areas; reflective about human values, perspectives, and their own learning process; and open-minded about cultural practices, products and perspectives that differ from their own.

Citation: EMC Publishing and QACPS Program of Study.
Maryland World-Readiness Standards for Learning Languages

1. **Communication**—Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 2. **Cultures**—Interact with cultural competence and understanding. 3. **Connections**—Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

4. **Comparisons**—Develop insight into the nature of language and culture to interact with cultural competence. 5. **Communities**—Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

¡Qué chévere! Level 3 EMC Publishing

**Unit of Instructions:**

- **Unit 1:** Hola, ¿Qué tal?
- **Unit 2:** En casa y en familia
- **Unit 3:** Noticias de ayer, de hoy y de siempre
- **Unit 4:** Menos conflictos y más comunicación
Unit 5: La vida de la ciudad y del campo

Unit 6: ¡ Vamos de Viaje!

Unit 7: A comer bien

Unit 8: La Salud

Unit 9: De moda

Unit 10: Nosotros somos el futuro

** The units will not necessarily be covered in order.

These are some of the ways you will learn Spanish while having fun?

Online games like Quizizz.com, Quizlet flashcards, Quizlet Live, Kahoot, and Charlala, Padlet, Music, Art, Authentic listening and videos, Real-Life Situations, Short reading selections, FlipGrids, Family Involvement activities, etc…
Textbook and Materials: A variety of online resources will be utilized to enhance instruction. Students will need the following materials everyday:

- Laptop (fully charged, with earbuds)
- Online textbook ¡ Que Chévere!
- A composition notebook
- Writing utensils, colorful pencils, and, highlighters,

Note: The class will utilize an online textbook. However, you may request a hardcopy.
## Scope and Sequence
### Level 3

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative Pronouns</td>
<td>Present Perfect</td>
</tr>
<tr>
<td>Passive voice</td>
<td>Future Tense</td>
</tr>
<tr>
<td>Possessive pronouns</td>
<td>Commands (positive and negative)</td>
</tr>
<tr>
<td>Imperfect subjunctive</td>
<td>Subjunctive</td>
</tr>
<tr>
<td>Double object pronouns</td>
<td>Conditional Tense</td>
</tr>
<tr>
<td></td>
<td>Preterit vs Imperfect</td>
</tr>
<tr>
<td></td>
<td>Por and Para</td>
</tr>
</tbody>
</table>

Culture topics will be embedded in every lesson
Mastery Assessments (50%) and Progress Assessments (50%)

Examples of Mastery Assessment are projects, essays, lesson and unit tests, speaking and listening prompts/drills, videos etc…

Examples of Progress Assessments are: warm-ups, discussion questions, daily work, quizzes, speaking and listening prompt/drillss, videos, etc...

Late work: Students will have three days from the assigned due date to submit work late; each day after that, the assignment will be docked 10% off the final score. Teachers will establish a due date and a deadline for each assignment. After the deadline, late work will not be accepted. In extenuating circumstances, please work with the teacher directly.

Office hours: Students are encouraged to meet with me during the following days and times: Monday, Tuesday, Thursday and Friday between the hours of 8:00-10:00 or 2:00-3:30.

Revised Student Attendance Regulation:

In the event school buildings are closed and students are engaged in Distance Learning; students who are present will be coded as DL (Distance Learning). At the secondary level, students must log in to each class daily to be counted as present. Students who are unable to login due to connectivity issues or other restrictive barriers must communicate with their teacher or the school’s front office to be counted as present.
Academic Integrity: All students at Queen Anne’s County High School are expected to conduct themselves with great pride in academics and the community at large. To this end, it is expected that all students will maintain academic integrity in every assignment. Work must be completed individually unless otherwise directed by the teacher. In our virtual learning environment, student work may only include the resources provided or recommended by the teacher. Submitting work copied from non-approved resources such as google translate is considered plagiarism.