

# **Spanish III-Pre AP 2018-2019**

## **Señora Carrasquillo**

### **World Language Department**

### **Ridge Point High School**

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**Conference Period:** 3<sup>rd</sup> period 9:18-10:06 am

**Tutorial times and days:**

Mondays and Thursdays 2:45-3:15 pm

Mornings by appointment only

**Course Description:** This course provides the students with opportunities to work toward an intermediate level of proficiency in speaking and listening, as well as expand their reading and writing skills within the five Program Goals of the TEKS for LOTE. There is a more in-depth study of Hispanic culture and Spanish-speaking people throughout the world. Grammar and vocabulary will be covered in more depth as students continue to apply the language into real world situation. Spanish III pre-AP serves as preparation for students planning to continue their study of Spanish and take the College Board Advanced Placement exam at the end of Spanish IV.

Students will be assessed regularly in their abilities to produce and comprehend the language both orally and in writing.

- Interpersonal (Person-to-Person) Communication
- Presentational Speaking (Spoken Production)
- Presentational Writing (Written Production)
- Interpretive Listening
- Interpretive Reading

Ultimately, the goal for all language learners is to develop a functional use of another language for one's personal contexts and purposes.

**The course will consist of the following units:**

#### **First Semester**

##### **Unit 1 – The world of work**

Students will discover a career of interest to them and will determine the type of education and experience required by that career and will consider how language skills enhance their marketability in that field. Finally, students will explore working conditions around the world paying close attention to employment issues.

##### **Unit 2 – We all need a home**

Students will describe different types of housing and shelter around the world. They will discuss common activities within a home and individuals' contributions to its maintenance. They will also consider housing problems in the native and target cultures, discussing creative solutions to these problems and how housing has evolved.

#### **Second Semester**

##### **Unit 3 – World of food**

Students will learn about the role that food plays in all cultures. They will consider the impact of food on various aspects of their lives and explain the connection between food and culture. They will also compare their own eating habits with those of people in other places and discuss the historic factors that have influenced the foods people eat. They will explore the science and politics of food production and the worldwide issue of hunger.

## Unit 4 – The environment

In this unit, students will investigate their role in their physical world in terms of weather, related events and weighty issues such as biodiversity, energy, pollution and innovation in our systems that will address these challenges in the future. As a part of this unit, students will discover how they believe these issues may affect their future, and the role they can play in these choices.

## Unit 5 – Evolution of technology

Students will analyze and interpret the way technology has impacted society throughout history and explore how technology has influenced written and spoken language. They will compare the use of technology in the U.S. and the target culture and discuss the benefits and drawbacks of social media use in daily life.

<b><u>Grade Distribution:</u></b>	
Major grades = 50%	Daily grades = 50%
-Tests -Projects -Performance assessments -Major essays	-Quizzes (announced or unannounced) -Homework completion -Collected class work -Participation/Speaking

## **Important Class Information:**

**Quizzes-** Every Friday students will take a Quiz

**Use of translators-** Using an online dictionary is allowed. However, use of translators to translate phrases, whole sentences and/or paragraphs is prohibited under the FBISD Student Code Conduct (page 39).

**Participation Grade-** It is a performance based grade designed to make certain that you use the language in the classroom.

**Makeup-** Quizzes and/or exams must be made up within 5 school days of your return.

**Late work** -Daily grades will be accepted one day late for a penalty of 30 points (maximum grade 70), or two days late for a maximum of 50. Major grades will be deducted 25 points (or maximum of 75) for one day late, and 40 points (max. of 60) for two days late. No work will be accepted after two days late.

**Retesting-** Retesting is allowed for major grade assessments if scored below 75. Attendance in tutorials is required prior to retesting, and the maximum allowable grade on a re-test is a 75.

**Tutorials-** Tutorials are not meant to replace valuable classroom instruction. The student needs to come prepared with his/her materials and with specific questions to ask.

## **Supplies needed for class**

- Two composition notebooks