

Welcome to Spanish!

Español III ♦ **2023-2024**



Señora Arteaga

Your Spanish Teacher

Cares about you ❤️, YOU make her day ☀️, & is a teacher because of YOU!

Has a B.A from Montclair State University & is the Advisor for the Spanish Honor Society.

Teaching experience: October 2012 – Present

Is originally from Perú and loves to travel, bake, and decorate. Loves teaching Spanish & knows that we will have an AMAZING year together!



Connect with your teacher

Email:
marteaga@nmpsdsd.org

Extra Help:
Tuesdays 7:30 am
Wednesdays 3:00 pm

Career Opportunities with World Languages



Our Learning Targets

INTERPRETIVE - When listening or reading, I can understand some questions & statements that are sentence-length about highly familiar everyday topics. I rely a lot of repetition, paraphrasing, and contextual clues.

INTERPERSONAL - I can ask questions, respond, and expand about straightforward situations necessary for survival in countries where the target language is spoken. I create language using strings of sentences & sometimes complex sentences. I often clarify by restating. My fluency may decrease as language becomes more complex.

PRESENTATIONAL - I can write & present about interests, personal information, & social needs. I create language by recombining phrases, sentences, & elements previously acquired. I can provide my point of view & expand my thinking in quantity and quality when handling a variety of tasks and topics that aren't too difficult for me.



More about proficiency levels



Grading Guidelines

10% Class Assignments
Participation

90% Assessments:
Quizzes, Tests
Projects

Proficiency Based Grading

ADVANCED (A)	PROFICIENT (B)	BASIC (C)	LIMITED (D)	NO EVIDENCE (F)
90 – 100 %	80 – 89 %	70 – 79 %	65 – 69 %	64 - 0 %

In this class aim to stay in the target language **90%** of the time. We will do so by:

- Listening to as much Spanish as we can.
- Listening to your teacher speak to you.
- Listening to music, short videos, and other people.
- Reading as much Spanish via: short novels, short stories, infographics and other authentic written materials.

Policies & Procedures

SHS

This year have the opportunity to qualify for the Spanish National Honor Society!



ABSENCE POLICY

All work and notes will be posted in Google Classroom, so if you miss a class you will find all your missing work there. Check your email and Google Classroom daily, especially on class days.



ASSIGNMENTS

Assignments not turned in will receive zeros, and this will be posted in the Grade book. Late assignments are marked down a letter grade each day past the due date. (Exceptions for excused absences)



CONDUCT

Consequences for misbehavior include:

- Verbal warning
- Conversation after class
- Email/Call home
- Office referral



MATERIALS

Please bring these to class everyday!

- notebook
- pencil or pen
- open ears, open mind
- chromebook
- headphones



CLASS RULES

- Follow Student Handbook of conduct at all times.
- Respect for everyone.
- Support the flow of the language.
- Listen with the intent to understand.
- Be & stay positive.



PHONES / DEVICES

Phones and devices are not allowed in class. Phones and/or devices will be confiscated when not complying with this rule. Second offense phones/devices will be handed to the main office and they will return it to the student at their own discretion.



LANGUAGE USE

If the teacher asks a question in Spanish, you must answer in Spanish. If they ask a question in English, you may answer in Spanish or English. If you **MUST** say something in English, you must first ask, "¿Puedo hablar inglés? or ¿En inglés, por favor?".



EXTRA HELP

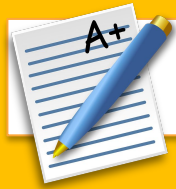
I am available Tuesdays at 7:30 am & Wednesdays at 3:00 pm to answer any questions you have and to help you when you need it!

REDOS

You may retake any assessment within **10 days** after initial assessment. To retake, you must come during my extra help times. Initiation of a retake is a student's responsibility.

SUGGESTED ACTIVITIES

- [¡Cuéntame! Podcast](#)
- [Duolingo Podcast](#)
- YT Channel: [Dreaming Spanish](#)
- YT Channel: [Maestra Catalina](#)
- Reading: [lingua.com](#)
- Grammar: [Studyspanish.com](#)



Units of Study:



Unit 1: Sports and Extracurricular Activities

- Talk about how different sporting events and competitions turned out;
- Say what sports and extracurricular activities they participate in;
- Describe different sports and extracurricular activities;
- Give positive and negative reactions to events;
- Describe what happened during a sporting event or competition; and
- Describe and identify different Spanish and Latin American athletes.

Unit 2: Health and Medical Advice

- Identify the parts of the body;
- Talk about getting hurt;
- Describe how they are feeling;
- Give and ask for medical advice;
- Describe past injuries or illnesses;
- Describe conditions or injuries to parts of the body; and
- Compare the healthcare system in the United States to the healthcare system in Latin America.

Unit 3: Daily Routines and Activities

- Describe their daily routines and activities;
- Remind someone to do something;
- Tell someone to hurry;
- Talk about what they need to do before and after school;
- Respond to different reminders and complaints;
- Say what they were and were not able to do;
- Say what they need to bring to school;
- Identify what belongs to themselves and to others; and
- Compare schools in the United States to Schools in Latin America.

Unit 4: Hobbies and Pastimes

- Describe their hobbies and pastimes;
- Express interest and disinterest;
- Give their opinion on different hobbies and pastimes;
- Describe how long they have been doing certain activities;
- Ask how long something has been going on;
- Respond negatively to different invitations and statements;
- Respond to questions about their hobbies and pastimes; and
- Compare how students in Latin America spend their free time versus how students in the United States spend their free time.

Unit 5: Childhood Activities

- Talk about what they used to like and dislike;
- Say what they used to do when they were younger;
- Say what they wanted to be when they grew up and why;
- Describe past activities; and
- Compare what they used to do to what they do now.

Unit 6: Childhood Memories

- Describe what different people or things were like in the past;
- Talk about different emotional reactions;
- React to specific events,;
- Describe specific events and habitual actions in the past; and
- Tell stories in the past.