



South Windsor High School
 161 Nevers Road
 South Windsor, CT 06074
 (860) 648-5000
 website: www.southwindsorschools.org/highschool

2023-2024 COURSE EXPECTATIONS

Course Name:	Spanish 3 Honors
---------------------	------------------

Teacher Name(s)	Email	Phone
Jessico Serrano	jserrano2@swindsor.k12.ct.us	
Elizabeth Ruiz	eruiz@swindsor.k12.ct.us	
Gaby Truskoski	gtruskoski@swindsor.k12.ct.us	
Katherine Matheson	kmatheson@swindsor.k12.ct.us	
Elizabeth Swan	eswan@swindsor.k12.ct.us	

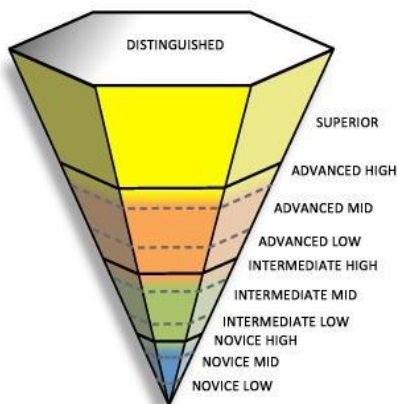
Vision of the World Language Program

The South Windsor Public Schools World Language Program develops culturally proficient students who are able to communicate and engage with our global society.

Course Overview:

Spanish III is designed to further develop the language skills acquired in Spanish II. This course will be conducted in Spanish and students will be expected to use Spanish in class as the primary language of communication. Vocabulary and grammar appropriate to this level of study is presented in Spanish and developed through the use of authentic listening exercises on a variety of cultural themes.

Course Language Proficiency Level Goal:



Intermediate Low

I can use a variety of words and phrases on familiar topics. I can begin to give details and elaborate on a familiar topic. I can begin to ask and answer original questions. I can use several simple sentences, and fragments. I can ask memorized questions and may try to create original questions. I can combine words and phrases to create original sentences. I can be understood by a sympathetic native listener or someone used to language learners. I can understand familiar questions and statements. I may ask to have something repeated. I can understand the general idea when I hear or read something on an unfamiliar topic or authentic resource. I can compare products and practices related to everyday life and personal interests or studies in my own and other cultures. I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences. I can recognize that significant differences in behaviors exist

among cultures, use appropriate learned behaviors and avoid major social blunders

American Council of Teachers of Foreign Languages

Evidence of Student Learning Grading Breakdown:

Learner Tasks	20%	<ul style="list-style-type: none">• Student use of target language during learning activities and classroom assignments• Completion of classwork assignments
Assessments	80%	<ul style="list-style-type: none">• Used to assess growth and learning and may track proficiency growth• Performance Tasks vary in format and may include presentations, dialogues, self reflections Screencastify recordings, WeVideo, and SeeSaw activities• Assessments vary in format ranging from summative writing assessments, presentations, speaking assessments, dialogues, and digital or print artifacts.• Can be administered at various points throughout a unit or as a long term project to assess learning of essential concepts.

With teacher permission, students will be given opportunities to retake certain assessments/assignments

Google Translate: Academic integrity in language courses includes the use of online translators. Using a translation website such as Google translate, to write in Spanish, French, Latin or Italian is considered cheating. Your World Language teacher will model and instruct the correct and ethical way to use online dictionaries. The only recommended website for students is www.wordreference.com .