

# SYLLABUS – SPANISH 3

## Fall 2010

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**Course description:** Spanish 3 is designed to help students further develop their speaking, reading, writing and listening skills. An emphasis is placed on developing accuracy as well as increasing the amount of language the student is able to produce. We will also explore cultural themes through videos, music, literature and in-class discussions.

**Text/Resources:** *With the emergence of technology as a tool for learning, South Forsyth High School will be utilizing various resources to assist with instruction, including ANGEL, online textbooks, and interactive websites. In addition to these web based instructional tools, this course will also have a classroom set of textbooks. Should you feel that your child would benefit from having a textbook at home in addition to the classroom textbook, please contact your child's teacher.*

We will use Glencoe Spanish 3 ¡Buen Viaje! Textbook and Don Quixote de la Mancha: An Intermediate Reader.

**Topics Covered:** Some chapters from Buen Viaje will be covered in depth, but not all. Additional topics such as Spanish and Latin American art, literature and music will be covered as time permits. Grammar topics learned in previous Spanish courses will be reviewed and new topics including preterit versus imperfect, the subjunctive and perfect tenses will be covered.

### Required supplies:

- \* A simple folder with space for handouts will be sufficient. The students will store there and carry daily work from one chapter only. As we start a new chapter, the acquired handouts from the old chapter will be left at home and some material will be implemented into a PORTFOLIO!

- A composition notebook for writing essays and its corrections

**Requested materials:** Dry erase markers (A-L) Kleenex (M- Z),

### Homework:

Students are encouraged to study and prepare for the class on a daily basis. Homework assignments may include written assignments, language practice, and studying for formative and summative assessments. Homework will be graded as a formative assessment throughout the semester.

There will be a Tarea sheet given to the student that should be brought to class every day.

### Retake policy:

Formative assessments may be retaken once in preparation for the summative assessment of the unit. Formative assessment retakes will only be allowed if a student has attended a minimum 30 minute tutoring session. Retakes of summative assessments will not be allowed.

**Absences and Make Up Work:** If a student is absent on a quiz or test day and was absent on the day the quiz or test was assigned, she/he will have **ONE WEEK** to make it up before or after school. Furthermore students who are absent on the day of a test or quiz, but were present the day it was announced are expected to make up the assessment on the day he/she returns to class. Students are responsible for checking Angel for missed work.

### Technology use in the classroom:

Cell phones and I-Pods will be allowed to use with teacher's permission only!

### Grade Breakdown:

**Tests: 60%:** Major assessments may include tests, projects, and selected assignments.

**Daily: 40%:** Minor assessments may include daily homework, class participation, quizzes, class work.

**Final Exam: 15%:** The final exam will be comprehensive.

**\*Note:** The Daily and Test grades will make up 100% of a student's course grade until the final exam. After the final exam, the Daily and Test grades will encompass 85% of the total course grade, allowing for the mandatory 15% final grade portion to average in.

**Final Exam Dates:** There will be a midterm exam given in the course. The date for the final and the midterm is t.b.a. The grading scale is the following:

90 – 100% = A

80 – 89% = B

70 – 79% = C

Below 70% = F

The exam exemption policy for 2010/2011 states that students with a 90 or above average will be exempted from the final exam.

**Standards:**

- **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 or readers on a variety of topics.
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

**Recipe for success:** If you want to be successful this semester, this is what you should do:

1. Arrive on time to class each day. Be seated and have your Spanish materials ready when the bell rings.
2. Begin the warm up, which will always be related to our previous lesson.
3. Participate in class discussions. Use Spanish to ask/ answer questions (you will be provided with a list of useful phrases that will help you survive the first weeks until they become your second nature).
4. Write down the assignment daily.
5. Complete your work daily and be prepared for the following class.
6. Get a study partner. Write down the name and contact information of a classmate so that you can help each other study during the course of the semester.
7. Communicate with the teacher! I am here to help you. Get help immediately if you feel overwhelmed. Tutoring sessions will be set up after the first week of school.

*Señora Ergun*

Yes, I have read the policies on homework and retakes

Parent signature

Date

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Student's name

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Student signature

Date

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