

Syllabus ~ Honors Spanish III ~ 2013-2014

Sra. Katherine Barrett ~ KBARRETT@HENRY.K12.GA.US

COURSE DESCRIPTION / STUDENT ACHIEVEMENT TARGETS

In Spanish III the primary objective is for students to increase proficiency in all four, language skills: speaking, listening, writing, and reading. Course content reflects the interests of the students and teacher and uses storytelling, discussions, compositions, presentations, and readings to increase fluency and grammatical correctness. Use of advanced chapters and concepts of the textbook and workbook *Realidades II* may be implemented as well as supplemental materials and videos.

Integrated into the study of various topics are culture, connections, community, and comparisons. This class utilizes an interactive approach to support acquisition of Spanish through total physical response storytelling (TPRS). These stories and personal situations provide a context for practicing grammatical correctness of the language.

SPEAKING

When spoken to in Spanish, all students are expected to respond in Spanish. Additionally, in all speaking activities students are expected to speak with an appropriate level of proficiency with good pronunciation and appropriate grammatical structures. They must be able to speak in a manner that is intelligible to a native Spanish-speaker.

Student Achievement Targets:

- Express facts, ideas, and feelings in a manner that is intelligible to a native Spanish-speaker.
- Use acquired vocabulary to summarize a story.
- Narrate, describe, and explain in the past, present, and future tenses, using appropriate grammatical structures (e.g., indicative and subjunctive, preterit and imperfect).
- Formulate oral questions.
- Use the language for a variety of functions, such as complaining, advising, apologizing, and asking for or giving directions.
- Speak with an accent that does not interfere with comprehension.

LISTENING

The Spanish III Class will be conducted almost entirely in Spanish. Students are expected to comprehend language that includes a wide range of vocabulary and is spoken at normal native speed.

STUDENT ACHIEVEMENT TARGETS:

- Follow a conversation that may include idiomatic and colloquial expressions.
- Obtain information from oral reports or other types of narratives.
- Understand standard Spanish in television programs, such as movies, soap operas, interviews, and news reports.
- Identify cues that affect meaning in communication, both verbal cues (inflections, point of view) and non-verbal cues (facial expressions, body language).

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WRITING

Students will write in a variety of modes for a variety of purposes. Each of the writings should be well-organized and coherent. It should reflect ample vocabulary and a good control of syntax.

STUDENT ACHIEVEMENT TARGETS:

- Write for a variety of audiences and purposes.
- Write in a variety of modes, mainly narrative (stories or personal experiences); additionally, expository (essay, paper, biographical incidents); persuasive (editorial); and imaginative (story, poems).
- Respond directly and efficiently to a prompt in a timed writing.
- Use appropriate transitional devices and varied sentence lengths.
- Recognize and select appropriate language with regard to connotation and denotation.

GRAMMAR

An extensive and thorough review of grammar and syntax occurs to insure accuracy in all aspects of communication. There will be homework assignments and bell-works throughout each week to practice grammar.

READING

Students must be able to read and comprehend a variety of written materials. They will also need to be able to summarize, outline, paraphrase, and explain a variety of texts.

STUDENT ACHIEVEMENT TARGETS:

- Have an overall comprehension of expository and narrative selections.
- Have an overall comprehension of magazine and newspaper articles on a variety of topics.
- Draw conclusions and make generalizations.
- Determine the main idea (stated or implied), the cause and effect (stated or implied), and probable outcomes in reading selection.
- Answer questions about literal or inferred meaning.
- Specify ideas about characters, actions, and places.
- Paraphrase and summarize ideas or concepts from a text.
- Interpret idiomatic expressions and proverbs.
- Integrate contextual clues and structural analysis to gain meanings of unknown words.

CLASSROOM RULES AND DISCIPLINE PROCEDURES

Adhere to all rules in the county handbook. When disciplinary action is needed, the 4-Step Discipline Procedure or Office Referral will be implemented. Your parent/guardian will be contacted.

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In order to maintain the learning environment, students should follow these **R-U-L-E-S**:

Respect: Value yourself, your peers, your teachers and your world. Be honest and practice integrity. Be on time every day. Only water is allowed unless there is a medical exception with proper documentation as per the county handbook.

Understand: Be teachable, actively listen, participate and inquire. Ask questions!

Learn: Be present, be focused and be prepared with required materials. Attendance is vital!

Engage: Be undistracted, free of cell phones, electronics, make-up, etc.

Soar: Do your best, take risks in speaking and writing, show initiative and enjoy yourself. I don't expect or require perfection – only your very best effort.

Tardies ~

- Be in class on time.
 - a. “**On time**” means that you are in your assigned seat by the tardy bell or you are **tardy**. I will implement the 4-step procedure for tardies.

Hall passes ~

- You will be allowed FOUR hall passes per semester. After four you will serve an afternoon detention for each incident past four. Exceptions are documented medical excuses.

ON-LINE / ELECTRONIC TRANSLATORS

Use of any translators is considered cheating and will result in a zero.

MAKE-UP POLICY**

Attendance is critical for school success. If a student is absent, it is his/her responsibility to complete and turn in all missed assignments in a timely fashion as prescribed in the student handbook. Make up work is accepted for a grade only for excused absences.

HOW TO SECURE MAKE-UP WORK:

The purpose behind the procedures below is to teach students autonomy in obtaining make up work and to maximize instructional time without interruption.

- (1) **LESSON:** **Obtain a copy** of the lesson plan(s) relevant to the day(s) absent from the lesson plan notebook for HSIII. Plans are subject to change. Please ask a classmate and see me after school. Please know that plans are fluid and subject to change.
- (2) **WARM UP(s):** **Look on-line** to obtain the **PARA EMPEZAR(ES) (bell-work)** that you missed. There will be no extra paper copies.
- (3) **HANDOUT(s):** Look in the **HANDOUTS crate** and obtain any handout(s) for the absent days. Complete them as required.
- (4) **CLARIFICATION:** Please see me AFTER SCHOOL or during IF with questions.
- (5) **ON-LINE CALENDAR:** You are responsible for the material/information I put there. Check often.

****If you missed an assignment/assessment the grade book will reflect a zero until you make it up per county handbook rules. Late penalties apply for take-home quizzes and projects turned in late.**

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GRADING & LABELING OF WORK

Please label your work in Spanish with these four sections. Not doing so will result in a 2% deduction.

FOUR SECTIONS

- | | |
|----------------------|---|
| 1. Full Name | Juan Smith |
| 2. date in Spanish | el 8 de agosto de 2010 OR 3/8/2012 |
| 3. your class period | 2ª hora |
| 4. assignment name | Capítulo 2B - Actividad 1, p. 101, #s 1-6 |

GRADING

- | | |
|--|--|
| <ul style="list-style-type: none">• 45% ~ Tests / Projects<ul style="list-style-type: none">○ Standard paper, speaking or writing test○ Projects & *Speaking Tests: -25% per day late<ul style="list-style-type: none">▪ Possible bonus points for early turn-in▪ *Schedule make ups per county policy | <ul style="list-style-type: none">• 15% ~ Class-work; Homework<ul style="list-style-type: none">○ Includes on-line homework○ -25% per day late |
| <ul style="list-style-type: none">• 25% ~ Quizzes Includes <ul style="list-style-type: none">○ Standard paper or speaking quiz○ Take-home quizzes○ 6-wk Ficha participation○ -25% per day late | <ul style="list-style-type: none">• 15% ~ Final Exam<ul style="list-style-type: none">○ Cumulative per semester○ May include a speaking component (one or both semesters)○ May include a writing component (one or both semesters) |

INTERNET ASSIGNMENTS and INTERNET ACCESS & E-MAIL ~ is a **MUST!!!** Some assignments require a computer and an E-mail account. You may use the media center computers.

- Many assignments will come from www.studyspanish.com and/or www.wordplay.com.

ELECTRONIC COMMUNICATION

- I rely heavily on **REMIND 101** messaging. Please text **(917) 746-6098** to sign up for HSPIII. My message will have **@sraba** at the end.

MATERIALS

- 3-ring binder (1.5 inch or more)
- 6 dividers (6 notebook sections)
- Small pack page/ paper protectors
- Color pencils (pencil pouch optional)
- Paper, Pens, Pencils
- Spanish/English Dictionary (80,000+ words)

NOTEBOOK SECTIONS

- | | | |
|----------------------|-----------------------|------------------------|
| 1. Para Empezar | 2. Gramática/Verbos | 3. Vocabulario |
| 4. Cuentos/Canciones | 5. Lecturas y Cultura | 6. Papeles Calificados |

CONTACT INFORMATION ~ Please contact me at any time! ☺ E-mail is BEST!!! kbarrett@henry.k12.ga.us