

**¡Bienvenidos a la clase de Español III Honores!
Syllabus for Spanish III (0708360)**

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Course Prerequisite: Spanish II, teacher recommendation.

Credit: 1.0*

*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.

Primary text:

- *Descubre 3 - Lengua y cultura del mundo hispánico (textbook, on-line text, resources and workbook) – www.vhlcentral.com*

Preparing for class: Students are asked to have the following supplies by Monday, August 15:

- One 3 prong, 2 pocket folder with college rule paper in it for class work.
- 1 composition book per semester– **no spiral notebooks please**
- Writing instruments (pens: red, blue, black; highlighters; pencils)
- **Flash/thumb drive (can be shared with other classes)**
- The following supplies, based on the first letter of your LAST name:
 - a. A - C: 1 box Crayola markers for posters, projects, etc AND 1 ream of **colores, YELLOW** paper for printer - NOT CONSTRUCTION PAPER.
 - b. D - F: multi-pack of Post-its - small (1" x 1")
 - c. G – H: 1 bottle hand sanitizer AND 1 ream of **colored RED** paper for printer - NOT CONSTRUCTION PAPER.
 - d. I-L: 1 pack Kleenex **AND** 1 pack multi-color expo dry erase markers – finer point for our own personal white boards – not the thick ones
 - e. M-P: 1 ream white paper **AND** 1 ream construction paper.
 - f. Q-T – 2 packs **extra strength magnets** – FOUND IN CRAFT SECTION of Wal-Mart or at Michael's – they are small, round, silver-coated and come 4 to a pack. These are the only ones that work on our walls-boards!!! Thanks!
 - g. U-Z – One (1) 4-pack of multi-color Expo dry erase markers - thick tip.

Course Description: The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course. **This course prepares students to enter the AP Spanish Language course the following year.**

Course Objectives & Outcome

By the end of the course, students will be on their way to:

- Developing strong communicative ability in the interpersonal, presentational, and interpretive modes;
- Developing a strong command of Spanish linguistic skills (including accuracy and fluency) that support communicative ability;
- Comprehending Spanish intended for native speakers in a variety of settings, types of discourse, topics, styles, registers, and broad regional variations;
- Producing oral and written Spanish comprehensible to native speakers in a variety of settings, types of discourse, topics, and registers;
- Demonstrating the ability to acquire information from authentic sources in Spanish;
- Developing an awareness of some cultural perspectives of Spanish-speaking peoples;
- Developing skills to identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast, news report or a lecture on an academic or cultural topic related to the Spanish speaking world;
- Developing skills to identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic, a dialogue from a film or other broadcast media, or an interview on a social or cultural topic related to the Spanish-speaking world;
- Identifying and summarizing main points and important details and make appropriate inferences and predictions from a written text such as a newspaper or magazine article or contemporary literary excerpt;
- Writing a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal, academic, cultural, or social issue, with control of grammar and syntax;
- Describing, narrating, and presenting information or persuasive arguments on general topics with grammatical control and good pronunciation in an oral presentation of two or three minutes;
- Using information from sources provided to present a synthesis and express an opinion;
- Recognizing cultural elements implicit in oral and written texts;
- Interpreting linguistic cues to infer social relationships;
- Communicating via formal and informal written correspondence;
- Initiating, maintaining, and closing a conversation on a familiar topic;
- Formulating questions to seek clarification or additional information; and using language that is semantically and grammatically accurate according to a given context.

Classroom Policies: All CHS rules and policies will be followed. Please see the District and school policies as stated in the **Student Handbook**. You may also refer to <http://www.chs.stjohns.k12.fl.us/faculty/deans/> for information concerning Attendance, Make-up Work, Dress code, IDs, Cell phone use and parking.

Academic Integrity: Use of online translators (such as Google Translator) for completing homework, projects or during tests or quizzes is **not allowed and will be considered cheating**. Printed or online dictionaries can be used to look up **INDIVIDUAL** words for homework or projects. Any act of cheating (copying another student's work, use of online translators, use of cell phones or unauthorized notes during tests or quizzes, etc.) will result in NO credit for project, quiz or test. Academic dishonesty will result in a referral to the dean.

Makeup Work:

Excused Absences: When a student is absent from school with an **excused** absence, **the student shall be responsible for all work and assignments missed during the student’s absence. The student** shall make arrangements with teachers for “make-up” work and will complete it within a reasonable time frame, (as determined by the school), upon the student’s return to school. Coursework, tests and quizzes can be made up at 100% credit. **Students are expected to check on my CHS website, the VHL Supersite and/or Edmodo for homework, missing classwork and handouts. Quizzes will be made-up upon return to class and NOT from home.**

Unexcused Absences: When a student has an **unexcused** absence, it is the responsibility of the student to complete all coursework, test and quizzes and turn them in to the appropriate teacher. A student shall have one day to complete and turn in the work for each day the student is absent (i.e., in the event of three days unexcused absences; the student has three days to complete and turn in assignments) **and may only earn 50% credit.** Test and quizzes can be made up at 100% credit and should be completed within a week of returning to class. Coursework, tests, and quizzes not completed and turned in within the allotted time frame will earn no credit. There is no expectation that the child’s teacher or teachers recreate lessons, lectures, or labs for unexcused absences. Unexcused absence without parental knowledge or consent, or absence from class without a written excuse from a teacher or administrator (i.e. skipping), will result in no credit for coursework, tests and quizzes missed during the absence. **Students are expected to check on my CHS website, the VHL Supersite and/or Edmodo for homework, missing classwork and handouts. Quizzes will be made-up upon return to class and NOT from home.**

Extra Help: I will be available to help students before school by appointment. I will be available Mondays, Tuesdays (except for third Tuesday of each month), and Thursdays (except for third Thursday of each month.) It is very important that you schedule an appointment with me first. Please feel free to schedule an appointment with me at any time! I am more than happy to meet with you! The Hispanic Honor Society also offers peer tutoring on Tuesdays and Thursdays in the World Languages Quad at 8:30am.

Accommodations: ESE & ELL accommodations will be addressed within the classroom.

The following accommodations/strategies will take place in the classroom to help assist these students in their understanding of course material:

1. Provide instructions in both English and Spanish.
2. Allow students work in pairs on activities.
3. Peer Tutor/Buddy System
4. Provide bilingual dictionaries to students to use as resource if necessary.

Grading:

We will be weighting as follows:

Summative Assessments (Unit Tests/Integrated Performance Assessment)	50%
Formative Assessments (Quizzes-Presentations-Classwork)	45%
Homework/Assignments	5%

Class Participation: is very important in a World Language class. The nature of this class requires active participation in all activities is expected and required. Students are expected to:

- Be on time and on task
- Come to class prepared
- Follow class rules
- Complete in-class activities including “do nows” (warm-ups)
- Actively participate in class!
- Ask and Answer Questions.

Technology Integration:

- ✓ Our class uses **Edmodo.com** for posting homework, taking quizzes, uploading class materials and general communication. Students have a unique account login, **parents are encouraged to request from me a unique code to access their student's Edmodo account** and keep informed of class activities. All quizzes should be taken during class and NOT from home. **Students without internet access must notify me ASAP.** Temporary internet problems (virus/no Wi-Fi) excused by **parent note due at the time hw or project is due.**
- ✓ Grades are posted on Home Access Center <https://homeaccess.stjohns.k12.fl.us> . To obtain Login and Password go to Creekside's Homepage <http://www-chs.stjohns.k12.fl.us/> and request a user name and password
- ✓ We will frequently use tablets (iPad & Android) or cell phones (iPhone & Android) during class, **ONLY WHEN EXPLICITLY AUTHORIZED BY TEACHER. Use of cell phone or tablet without teacher's PREVIOUS authorization will result in confiscation of device, loss of privilege and dean referral.**
- ✓ We will be using other websites (more information to follow in class) including
 - www.vhcentral.com Supersite for Descubre textbook
 - www.conjuguemos.com verb practice
 - <http://quizlet.com/> for flashcards
 - <http://www.quia.com/web> vocab practice, practice quizzes
 - <https://getkahoot.com/> practice quizzes
 - **Power Point Mix movies**
 - **Other websites relevant to class**

Proposed District Pacing Guide for Spanish III:

Students are expected to check on my CHS website, the VHL Supersite and/or Edmodo for homework, missing classwork and handouts. Quizzes will be made-up upon return to class and **NOT** from home.

Q1 - L1, L2 (Aug. 10 - Oct. 14)

Chapters covered:

- **Lección 1 - Las relaciones personales**
- **Lección 2 - Las diversiones**

Students will be able to

- describe personalities, emotional states and feelings and express personal relationships in the present tense, in both the written and oral form using the vocabulary and grammar structures presented in Lesson 1 in context.
- express personal likes and dislikes relating to leisurely activities, past times and other social situations, and describe their daily routines and activities, in both the written and oral form using the vocabulary and grammar structures presented in Lesson 2 in context.

Q2 - L3 (include past participles) (Oct. 18 - Dec. 21)

Chapters covered:

- **Lección 3 - La vida diaria**

Students will be able to:

- narrate completed or on-going activities in the past and express agreement and disagreement of an opinion, in both the written and oral form using the vocabulary and grammar structures presented in Lesson 3 in context.
- describe using the past participle as an adjective and identify verbs in the past participle form (Descubre 2, Lección 5.3).

Q3 - L4, L5 (Jan. 5 - Mar. 10)

Chapters covered:

- **Lección 4 - La salud y el bienestar**
- **Lección 5 - Los viajes**

Students will be able to:

- express will and emotion, doubt and denial and (b) give orders, advice and suggestions in both the written and oral form using the vocabulary and grammar structures presented in Lesson 4 in context.
- a) make comparisons, (b) use negative, affirmative and indefinite expressions, and (c) express uncertainty and indefiniteness in both the written and oral form, using the vocabulary and grammar structures presented in Lesson 5 in context

Q4 - L6, L7 (vocab/present perfect only), L8 (8.1 conditional only) (Mar. 21 - May 25)

Chapters covered:

- **Lección 6 – La naturaleza**
- **Lección 7 – La tecnología y la ciencia – VOCAB ONLY**
- **Lección 8 – La economía y el trabajo – 8.1 CONDITIONAL ONLY!!!! NO VOCAB**

Students will be able to:

- describe and narrate in the future and describe relationships between things, people and ideas in both the written and oral form, using the vocabulary and grammar structures presented in Lesson 6 in context.
- use vocabulary related to technology, astronomy and the universe, science professions and scientific inventions presented in Lesson 7. express what they or others would do using the vocabulary and grammar structures presented in Lesson 8 in context.

The above is the PROPOSED district pacing guidelines for Spanish III. THIS INFORMATION MAY BE SUBJECT TO CHANGE.

I am excited to get the school year started! Please feel free to contact me via email at linda.gillespie@stjohns.k12.fl.us with any questions. I will respond within 24 hours!

Parent/Guardian and Student Contract

SPANISH 3- Sra. Gillespie

My child _____ and I have reviewed the syllabus, the course description, and all standards for the Spanish course in which he/she is enrolled. I understand the academic and behavioral expectations associated with this course, as expressed on the syllabus, and I realize that failure to comply with and adhere to these standards will result in academic and/or appropriate disciplinary consequences. Additionally, I am aware that the teacher will communicate mostly in Spanish and that grammar explanations will be offered in English, which will be used minimally.

Parent:

Name (please print) _____

Signature: _____

Cellular Phone Number _____

Home Phone Number _____

E-mail _____

The best way of communicating with me is: Email Cell Phone Home Phone

For student:

I _____, have read the syllabus, course description, and standards of the Spanish course in which I am enrolled. I understand and accept the academic and behavioral policies set for this course and that failure to comply with and adhere to these standards will result in appropriate academic and/or disciplinary consequences. Additionally, I am aware that my teacher will communicate mostly in Spanish and that she will offer grammar explanations in English. I understand that the majority of the time I must speak Spanish while in class.

Student's Name (please print) _____

Signature _____

Please return this page signed by Monday, August 15th.