

Syllabus for College Now through LCC (Spanish 3=College level 103—5 credits)

Spanish 103 course description:

Spanish 3 high school (Spanish 103 college level) is the third course in a three course sequence designed to provide one full year of college level transfer courses at the beginning language level. Each course is conducted in Spanish and they must be taken in sequence. This sequence emphasizes the development of the skills of listening, speaking, reading, writing, and culture. In Spanish 103, students will learn to converse in a variety of common everyday settings using the vocabulary and structures presented in class as well as those covered in Spanish 1 and 2 high school (Spanish 101 and 102 college level). Emphasis is also placed on daily writing, reading, listening, and learning about Hispanic cultures.

Student outcomes:

Upon course completion, the successful student will be able to (within the novice mid to novice high level, and within the content, context, vocabulary and the topics of this course and those of Spanish 101 and Spanish 102 as well as those courses' outcomes):

1. Learn and comprehend the topics and themes of the course through the target language (Spanish) itself.
2. Recognize cues in the language and extrapolate meaning from them and the context in which they are encountered, rather than relying on looking up words in a bilingual dictionary or requesting a translation.
3. Practice the interrelatedness of language and culture.
4. Apply learning strategies, goals and skills of organization appropriate to second language acquisition.
5. Hear and read basic-plus to intermediary levels of the language with understanding.
6. Speak and write the language at a basic-plus to intermediate levels with accuracy.
7. Pronounce Spanish so that it is intelligible to a native speaker accustomed to dealing with foreigners.
8. Demonstrate an increased knowledge of Spanish-speaking cultures.
9. Demonstrate through both oral and written expression in Spanish the ability to:
 - Participate in basic-plus question and answer dialogues
 - Form and use ten (10) different indicative mode tenses
 - Form and use four (4) different subjunctive mode tenses
 - Form, give and receive affirmative and negative direct commands in both formal and informal social contexts.
 - Contrast and express hypothetical actions with routine ones

- Talk about what one will do versus what one might do
- Talk about the rooms, furniture, appliances, exterior and interior of a house
- Request desired actions of others and receive the same from others
- Talk about some (limited) professions
- Demonstrate knowledge of vocabulary related to the body and express body aches and pains
- Extend and receive invitations as well as accept or reject one
- Demonstrate appropriate use and placement of pronouns
- Use basic vocabulary typical of the actions and objects of a hotel setting
- Be polite and speculate using the conditional tense
- Practice error management by utilizing:
 - a. Spanish class techniques and learning strategies in oral situations



La clase de español



Class Information and Expectations

Instructor: Señorita Snider, Room 14 (“College Now” certified for articulation through Lane Community College—Spanish 3/4/5—transfers to many universities/colleges)

Phone number at EHS: (541) 935-8200 ext. 2114

Email: jsnider@fernridge.k12.or.us (this is usually the best way to contact me and receive feedback in a timely fashion)

WordPress blog: Online access to class information, assignments, due dates, upcoming tests, etc.: www.fernridge.k12.or.us/jsnider

Texts: En Español, by McDougal Littell and Más Práctica workbook by McDougal Littell

Spanish Fee: \$20—covers the cost of the Spanish workbook—don’t lose it or you pay more!

Course Objectives: This class will strive to build vocabulary and conversational ability as well as reading, writing and comprehension/listening skills, and to instill an appreciation of various Hispanic/Spanish cultures (some of the Essential Skills). By the end of this course (1 year), students **should** achieve proficiency stage 3 under the Oregon Second Language Standards:

<http://www.ode.state.or.us/teachlearn/subjects/secondlanguages/standards/second-language-all-in-one.pdf>

Proficiency Level 3:

SL.PS3.IL.01 Demonstrate understanding of main ideas and some details from simple conversations, narratives and presentations on familiar topics in everyday situations.

SL.PS3.IR.01 Identify main ideas and some details from short simple texts.

SL.PS3.IS.01 Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations.

SL.PS3.IS.02 Participate in simple conversations on a limited range of topics.

SL.PS3.IS.03 Conduct simple rehearsed transactions necessary for survival in the target culture.

SL.PS3.PW.01 Write out some simple original sentences and questions relying on memorized/familiar material.

SL.PS3.PS.01 Present material in a clear and organized manner using simple sentences and some strings of sentences.

***All students will receive an overall (transcript) and an academic grade, reflecting his/her mastery of the Oregon Standards for Second Language Proficiency!**

Academic Effort: Students will be expected to bring paper/notebook and a writing tool (pencil; blue or black pen) as well as their textbook and workbook to class each day. Notes should be taken in class to supplement text explanations. By taking notes, you are providing yourself a reminder of the material being learned. Notes are also helpful study aids in preparing for tests and quizzes.

Class Rules/Essential Skills:

- ❑ Always give every task your best effort. Strive for a good/strong work ethic!
- ❑ Speak Spanish as much as possible. (Solamente en español)
- ❑ Cooperate with students and teacher(s) in the class (¡Ayúdame!). Be positive and encourage one another! No put downs! (¡Sé amable!) Be a good team player! Be a good listener!
- ❑ Policies and procedures within the EHS Student Handbook will be followed (refer to the handbook for any questions regarding tardies, cell phones, food/drinks, etc.).

Classroom Conduct: Students will be expected to learn in a positive and active manner. Have respect for your peers as they learn the language. This class will require oral work so mutual respect is essential for positive learning. Disrespect of any kind will **NOT** be tolerated. In addition, any student caught cheating will automatically receive an “F” on that “assignment/test/quiz/project,” and a parent/guardian will be notified as well via email or a telephone call.

Tardies: Our class follows what is stated in the handbook. Because class is only around fifty minutes long, students should **always** come prepared to class and ready to learn. Students should not need to use the restroom or leave the room during class [I understand emergencies arise every now and then=)]. Each student has a four to five minute passing period so students should plan accordingly and go to their lockers to get their books, workbooks, notebooks and use the restroom or get a drink of water if needed. Don’t forget to ask in Spanish! (**¿Puedo ir al baño? o ¿Puedo ir a mi armario?**). If it becomes a problem, a “Thursday school” will be issued (considered an “unprepared tardy”).

Safety: Our classroom evacuates to the track area. During a fire drill, students will exit quickly in an orderly fashion. During earthquake drills or lockdown, students will remain quiet, avoid external windows and stay away from hallways and doors as much as possible.

Grading: Your grade at the end of the quarter/semester (points system) will be based on the following percentage chart:

100-97	A+	86-83	B	72-70	C-	59-0	F
96-93	A	82-80	B-	69-67	D+		
92-90	A-	79-77	C+	66-63	D		
89-87	B+	76-73	C	62-60	D-		

Grades will be given based on:

- Quizzes and Chapter tests (if students do poorly in this area, there are opportunities to retake tests and quizzes until the progress report/report card—about every 4 ½ weeks). . . be sure to talk to me!
- Oral assessments, projects [**must** be turned in on the scheduled due date, turned in ahead of time or have someone turn it in for you or you will **not** receive the points for turning it in “on time”—**no exceptions**], various writing assignments, formal presentations and a cumulative final exam (about 10-15% of your overall grade)
- Accuracy and completion of class work and homework
- Participation—attend class, come prepared and be an active learner!

Absences/Make-up Work: Attendance is vital because you cannot learn if you are not in class. **When you are absent, it is up to you to make up all work that you have missed.** As a general rule, you will have as long to make up missed work as you were absent if that absence is excused (**see me before a planned trip or athletic event**). If the absence is unexcused, the late work policy will take effect. Go to my “WordPress” (blog) to check out missed information (it will typically be updated daily for homework assignments, upcoming due dates, etc.).

Extra help is **always available. . . come see me and we can arrange something (before/after school/my prep period/Homework Club)! If you don’t communicate with me, I may not always know that you need extra assistance. . . ¿Vale?*

I hope this year in Spanish class will be enjoyable and fulfilling. Please do not hesitate to see me individually if you have any questions, concerns or problems, and I will do the same. ¡Buena suerte con todo!

The Fern Ridge School District is an equal opportunity educator and employer.