



Course Name: Spanish III
Foreign Language Department
Ruskin High School

COURSE SYLLABUS

| | | | |
|--------------|-------------------------|-----------------|--|
| Instructor: | Leah La Faver | Plan Time: | 9:00am-10:30am, M,T,Th,F |
| Room Number: | 232 | Tutoring Hours: | Wednesday 7:30am-10:30am |
| Phone: | 816-316-7445 | Websites: | Google Classroom, Spanishdict.com, Quizlet.com, Quizziz Edpuzzle |
| E-Mail: | leahla@hickmanmills.org | | |

I. Course Description

Spanish III begins with a review of grammar and vocabulary learned in Spanish II. Through daily practice, students will learn to be conversational in a wide range of situations. A high level of fluency is achieved through speaking, listening, reading and writing. Students are exposed to a wide variety of Spanish-speaking countries and will gain an awareness of the customs and the peoples of the target culture.

II. Course Prerequisites

- Successful completion of Spanish I and Spanish II with a C ,

III. Supplies Needed

- different colored pens/pencils/highlighters
- Spanish/English dictionary (optional)
- 501 Spanish verbs (optional)

IV. Instructional Resources

- Spanish textbook – Fuentes Conversación y Gramática, Literatura y Redacción, SAM
- Avancemos

V. Grading Scale

| | |
|-------------|-------------------|
| 90%-100% | A = Excellent |
| 80%-89% | B = Above Average |
| 70%-79% | C = Average |
| 60%-69% | D = Below Average |
| 59% or less | F = Failing |

- A six-week progress report will be issued to reflect the percentage in class. For high school, semester grades are recorded on students’ transcripts and reflect letter grades and GPA.

VI. Gradebook Categories and Breakdown

| Category | Percentage of grade | Includes |
|-------------------------|---------------------|--|
| Assessments | 60 | Unit exams, grammar & vocabulary quizzes, presentations, projects |
| Classwork/Participation | 30 | In-class work, Participation in class discussions, on-task behavior, homework |
| Online resources/other | 10 | Various additional activities including duolingo, extra credit, participation in non-content activities, digital citizenship |

VII. Grade Dissemination and Communication

- Students will be graded on reading, writing, speaking, and listening.
- Students are required to maintain a portfolio as part of their grade.
- Students must complete all assignments and assessments at 70% or higher.
- On average, students will be assigned approximately 60 minutes of homework per week.

VIII. Assignment Make Up and Late Work

- Students will have assignments given with well-defined due dates. All work is due on or before the due date. Any work turned in after the due takes the chance the grade will not be included in that grading period, but will be added to the next. Some projects and assignments are not able to be turned in late due to the nature of the assignment. Assessments with a grade of 69% or lower will have to be made up during the teacher’s tutoring hours or by appointment.
- Assignments and homework will not be accepted after it has been graded AND handed back.
- Assessments will need to be made up during the teacher’s tutoring time, by appointment or in the Homework Center.
- Assessments need to be taken in consecutive order. Students will not be allowed to progress until mastering all previous assessments.

IX. Classroom Procedures and Expectations

- This course will be using a well-defined instructional model to allow for increased student success. This model requires that students actively participate in the day-to-day success of all classroom functions. It

is imperative that students attend class regularly and that all work is turned in on-time. This class moves at a steady pace and all assignments build off of each other.

X. Virtual Procedures and Expectations:

- Join early - up to 5 minutes before the start time of class
- To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise
- When your microphone is not muted, avoid activities that could create additional noise, such as shuffling papers.
- Have your video on unless you are experiencing connection issues
- Have a plain background - avoid backlight from bright windows
- Have good lighting on your face so you can be seen clearly
- Use your real name (for professional and safety reasons)
- Position your camera properly - If you choose to use a web camera, be sure it is in a stable position and focused at eye level. Doing so helps create a more direct sense of engagement with other participants.
- Limit distractions - You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and muting your smartphone.
- Avoid multitasking - You'll retain the discussion better if you refrain from replying to emails or text messages during the meeting and wait to work on that PowerPoint presentation until after the meeting ends.
- Use appropriate language at all times.
- Be sure to dress appropriately. Avoid wearing shower caps, hats, etc. Also, wear a shirt.

XI. Classroom Procedures and Expectation

Classroom Procedures:

1. Ensure you read & understand the objective & agenda for the day: presented on Screen/Whiteboard at the front of the room.
2. Sharpen pencil at beginning of class time.
3. Have name on ALL daily work.
4. Electronic devices are to be turned off and out of sight during instruction time. (3 strike rule)
5. Return your portfolio to the proper place when instructed.
6. Turn-in all work to the appropriate classroom drawer.
7. End of class: I dismiss the class, **not** the bell. Stay in your seats until I dismiss you.
8. Push in your chairs when you are dismissed from class.
9. Please throw away all trash.

Classroom Expectations:

| BE... | SAFE | RESPONSIBLE | RESPECTFUL | PEACEFUL | READY TO LEARN! |
|--|---|---|--|--|--|
| Entering and Exiting the Classroom | <ul style="list-style-type: none"> The teacher begins and dismisses the class, not the bell. | <ul style="list-style-type: none"> Bring all materials to class with you and take them at the end of class. | <ul style="list-style-type: none"> Address others appropriately when entering or exiting the classroom. | <ul style="list-style-type: none"> Enter/Exit classroom quietly and take your seat. | <ul style="list-style-type: none"> Have your portfolio and begin bell work immediately. |
| Transitioning Between Instructional Activities | <ul style="list-style-type: none"> Sit properly in a chair; all 4 chair legs on the ground. Keep backpacks/bags out of the aisle way. | <ul style="list-style-type: none"> Listen attentively and follow instructions the first time they are given. | <ul style="list-style-type: none"> Address teacher and classmates in a respectful and professional manner. | <ul style="list-style-type: none"> Quickly and quietly follow instructions to minimize disruptions. | <ul style="list-style-type: none"> Have materials and ready when requested. |
| Lecture Guided and Independent Practice | <ul style="list-style-type: none"> Move to the front of the room if it is hard to see the lecture power point. | <ul style="list-style-type: none"> Use class time wisely to ensure work is completed in a timely manner. | <ul style="list-style-type: none"> Ask appropriate questions at appropriate times. | <ul style="list-style-type: none"> Keep personal items to self and leave others' property alone. | <ul style="list-style-type: none"> Make sure electronic devices are turned off/on, vibrate and are not visible. |
| Homework and Makeup Work | <ul style="list-style-type: none"> Keep up with your own materials; don't expect anyone else to do that for you. | <ul style="list-style-type: none"> Keep your things in your own locker. | <ul style="list-style-type: none"> Complete all work assigned. There is no extra credit work given in place of work not completed or poorly done. | <ul style="list-style-type: none"> Ask your table partner for any notes you missed. | <ul style="list-style-type: none"> Have all assignments completed when due with your name on it. |
| Teacher's and Student's Work Areas | <ul style="list-style-type: none"> Push chairs in at the end of class before leaving classroom. | <ul style="list-style-type: none"> Only use materials and equipment in the manner you have been instructed to. | <ul style="list-style-type: none"> Clean up any messes; throw away trash. Tables are not for writing/drawing on. | <ul style="list-style-type: none"> Be aware of other's personal space and don't infringe upon it. | <ul style="list-style-type: none"> Maintain an organized portfolio. |

Response to infractions of procedures and expectations

- 1st time - Redirect and remind
- 2nd time – redirect and remind
- 3rd time – call home
- 4th time – office referral

X.

XI. Course Objectives/I Can Statements

Objective 1: Communication:

1. Write descriptions about self, others, surroundings and ideas.

2. Read and understand written text in the Spanish language.
3. Speak in the target language to express ideas and emotions.
4. Interpret and comprehend the spoken Spanish language.
5. Listen, interpret, and respond in the Spanish language in a conversational setting.

Objective 2: Culture:

1. Describe the relationship between cultural perspectives, products, and practices of Spanish-speaking countries.
2. Relate to cultural perspectives, products, and practices of Spanish-speaking countries.

Objective 3: Connections:

1. Discuss and analyze the cultural perspectives, products and practices of Spanish-speaking countries.
2. Utilize skills derived from fine arts, mathematics, humanities, written composition, health and geography to better understand the Spanish language and culture.

Objective 4: Comparisons:

1. Relate the target language's unique grammatical concepts and other linguistic concepts to their own language.
 - a. unique traits of the Spanish language
2. Develop insight into the nature of language.
 - a. universal language properties
3. Demonstrate understanding of culture and its impact on language through comparisons of other cultures and our own.
 - a. idiomatic expressions, regional dialects

Objective 5: Communities:

1. Demonstrate understanding of the benefits of speaking Spanish outside of the classroom.
 - a. planning trips, careers using the language, pen pals
2. Demonstrate understanding of the importance and role of the target language and culture in society.