

Spanish III
Syllabus
2009-2010
Mrs. Martín-Orozco

Course Description and Objectives

Students review structures of the language previously learned, concentrating on more complex as well as new aspects of Spanish grammar. Conducted entirely in Spanish, the course introduces students to new vocabulary for usage in situations of everyday living. The course also serves as an introduction to literary works by Spanish and Latin–American writers as well as to the history, geography and cultures of the Spanish speaking world. Students will be required to write short compositions and prepare oral presentations.

Academic Content Standards:

The primary goal of the foreign language department is to help the students attain proficiency in the skills of listening, speaking, reading and writing the target language. Upon the completion of three years of language study, each student will:

1. Express herself in the target language with native-like pronunciation using a variety of everyday vocabulary.
2. Understand native speakers from a wide variety of countries where the language is spoken.
3. Write coherent paragraphs, letters, and essays using a variety of vocabulary and correct grammatical structures.
4. Read and comprehend written material including textbooks, short stories, poetry, magazines, newspapers, and multi-media materials.
5. Understand traditional ideas and perspectives, institutions, literary and artistic expressions, and other components of the target culture.

Bench Marks and Performance Standards:

A student who has successfully completed a level III course will:

- Use verbal exchanges to share personal data, information, and preferences (e. g., events in one’s life, past experiences, significant details related to topics that are of common interest, preferred leisure activities, likes, dislikes, and needs). (Content Standard #1)
- Use vocabulary and cultural expressions to express the failure to understand the message or to request additional information (e. g., requests that the speaker restate the message, asks appropriate questions for clarification). (Content Standard #1)
- Maintain extended conversations. Use appropriate verbal strategies and cues (e. g., rephrasing, circumlocution, repetition, tone, stress, and intonation) to communicate. Be able to use most verb tenses. (Content Standard #1)
- Give and follow directions in the target language (for travel, recipes and other tasks) and successfully participate in more challenging conversations. Be able to create with the language. (Content Standard #1)

- Understand routine speech and conversations. (Content Standard #2)
- Understand spoken announcements and messages from peers and adults on a variety of familiar topics (in a variety of verb tenses). (Content Standard #2)
- Understand main ideas, themes, and basic details from diverse, authentic, ability-appropriate spoken media (e. g., radio, television, and ability appropriate videos). (Content Standard #2)
- Narrate past, present, and future events, with particular emphasis on the ability to use the preterit, imperfect, and compound tenses. (Content Standard #3)
- Summarize the plot and provide brief descriptions of characters, in selected short stories, and ability appropriate videos. (Content Standard #3)
- Write in the target language in a variety of forms such as: descriptions, narrations, summaries, correspondence, and personal essays. (Content Standard #3)
- Understand short stories, news, letters and magazine or newspaper articles appropriate for this level. (Content Standard #4)
- Understand the main ideas and basic literary elements (e.g., principal characters, sequence of events, simple themes) in written poems, and stories that are appropriate at this developmental level. (Content Standard #4)
- Guess the meaning of words through context, cognates and related words. (Content Standard #4)
- Demonstrate a working knowledge of world geography. (e.g., locates on a world map countries where the target language is spoken; names and locates significant geographical features of countries where the language is spoken). (Content Standard #5)
- Demonstrate an understanding of customs, manners and the most common social conventions. (Content Standard #5)
- Identify the artistic, scientific and philosophical contributions of the target culture(s). (Content Standard #5)
- Identify important literary works. (Content Standard #5)

Texts: *Realidades 3*: Pearson Prentice Hall

Textbook (2008): ISBN # **0131340948** (may be a used textbook)

Practice Workbook & Activities Book combo: ISBN # **131164651** (must be new)

Spanish/English dictionary

Additional readings, lectures and films will supplement the course when appropriate.

Classroom Policies and Student Evaluation

I. Homework and Warm-ups

Homework will be assigned daily. You are expected to spend about 20 minutes of study time on each assignment. Homework comprises one of many major grades and no points will be given for incomplete or missing assignments. No make up work will be accepted unless the student was absent on the date it was assigned or collected.

Warm-ups are brief written assignments that will be assigned at the beginning of each class. You are required to label and keep them in your binder (which will be checked every Monday).

If you are absent, you have one week to make up the work. It is your responsibility to get the assignment and turn it in.

II. Attendance and Participation

Every student is expected to come to class on time and be ready to participate.

Participation includes listening and staying in focus as well as speaking and answering questions pertaining to class discussions. Frequent absences, tardies, and not bringing the required materials to class will constitute in a low participation grade.

III. Materials

Every student must bring the following materials to class each day: textbook, workbook, Spanish-English/ English-Spanish dictionary, blue or black ink pen, red pen, paper, and a 3 ring binder. The 3 ring binder must have 3 dividers labeled in the following order:

- a. Warm-ups
- b. Homework
- c. Notes/ Handouts

IV. Quizzes and Tests

You should expect to be tested upon the completion of each unit. You will also be given vocabulary and grammar quizzes approximately every week. All quizzes and tests will be announced.

If you are absent the day a test is given, ordinarily you will be expected to make up the test the following day. It will be your responsibility to contact me about making up the exam. If you should miss any other test, you will be permitted to make up the test the day you return; however, there may be a penalty for a second make up.

There are no make up quizzes; however, at the end of the semester, I will not count the lowest quiz score or a missed quiz.

V. Grading Policy

Quarter grades are based on the following:

Attendance and Participation	15%
Homework and Warm-ups	20%
Quizzes and Projects	25%
Unit Tests	40%

Semester grades are based on the following:

First Quarter	40%
Second Quarter	40%
Final Exam	20%

*Note: The final exam is cumulative.

VI. Office Hours

I will be available every Monday after school.

This is a great time to stop by and ask questions if you would like some extra help. This is also a good time to get or turn in make up work. If you cannot meet during this time, you can also schedule an appointment with me.

Helpful tips

To have a successful year it is your responsibility:

- to arrive to class on time and in an orderly manner. You will receive a detention for each tardy unless you have a note from a teacher or an administrator
- to be prepared each day for class with the appropriate materials
- to have your work out, book open, and be ready to work as soon as class starts
- to keep all of your assignments in a 3 ring binder (all semester)
- to remember that gum, food, and beverages are not allowed in the classroom
- to take care of bathroom needs before or after class.
- to see that your desk and seat area are clean and neat when you leave the room
- to wait for the teacher to dismiss you
- to speak Spanish as much as possible in and out of the classroom
- to respect the rights of your classmates and encourage them whenever possible
- to always try your hardest and approach your experience in Spanish this year with a positive attitude