

Spanish 3

COURSE OVERVIEW

Gone are the days where foreign language students leave the classroom not knowing how to speak a word. This course uses a communicative, proficiency-based approach. This means less vocabulary and grammar worksheets and more real use of Spanish in class. This year, we will be working towards gaining an **intermediate-low level** or *higher*. Here's what your student "can do" with the language by the end of Spanish 3:

1. "I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions."
2. "I can present information on most familiar topics using a series of simple sentences."
3. "I can write briefly about most familiar topics and present information using a series of simple sentences."
4. "I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear."
5. "I can understand the main idea of short and simple texts when the topic is familiar."

Pre-AP aligned curriculum: Canyons School District has realigned the Spanish 3 and 4 curriculums to better prepare students for AP Spanish. Level 3 content will still be used, but students will study it in the context of the 6 themes that appear on the AP exam: 1) Families and Communities 2) Science and Technology 3) Beauty and Aesthetics 4) Contemporary Life 5) Global Challenges 6) Personal and Public Identities. Students will start practicing the tasks tested on the AP exam. Students can now feel confident to take AP Spanish as a future class and will be more than prepared by the time they get there.



POLICIES

Attendance/Tardies: I will follow Hillcrest's attendance policy. All district and school policies apply to my classroom.

Absent Work: Look at the class website (srtahawkins.weebly.com) to see what was missed. Do not ask me right before, during, or just after class. Work due on the day of an absence must be turned in by the student's second day back for credit. After that, it will be counted as late (see *late work* for more details). Submit absent work to the "Make-up".

Late Work: Work that is not submitted by indicated due dates (not because of absence) can be submitted to the make-up basket up to two weeks after the due date with a 50% reduction. Do your late work. 50% makes a

MATERIALS

- Pencil
- Pen
- Lined white paper
- 3 ring-binder
- Notebook

difference on your grade and helps you keep up with the class and not fall behind on tests. Submit late work to the “Make-up” basket. *Work turned-in after it is called for is considered late. Pay attention and follow instructions.

Extra Credit: Students can participate in Hillcrest’s *Foreign Language and Culture Club* by attending at least 1 Spanish activity per quarter. Other extra Credit opportunities will be announced on the class website.

GRADING SCALE

A	90-100%	C+	75-59%	D	60-65%
B+	85-89%	C	70-74%	F	0-59%
B	80-84%	D+	65-70%		

PARTICIPATION (35%)

Credit in this category comes from in-class activities, material checks, participation points (speaking Spanish), and extra credit pesos. Students can make-up “calentamiento” by doing an exercise online in Spanish. Get a classmate’s phone number to call for help whenever you’re absent (or even present for that matter).

HOMEWORK (25%)

Any work that takes time or place outside of class is considered homework. Students who do not have a computer, internet access, or a printer at home will need to find another time and place to complete this work outside of class. Sometimes students have to work with other classmates and need to find a time and place outside of class to do this as well. Students are expected to check the website each night for their homework. Students will not be responsible for anything not listed on the website.

ASSESSMENT (40%)

Credit in this category comes from tests and quizzes. Quizzes are vocabulary and grammar based. Tests are Reading, Writing, Listening, and Speaking based. No retakes will be given.

FAQ: *Why do you always speak Spanish? How is my student supposed to learn when they can’t understand you?*

The American Council on the Teaching of Foreign Language recommends that 90% plus of instruction be given in the target language. It would be easier for me to teach in English, but, paradoxically that would be the worst thing I could do to my students, because I want them to learn Spanish. Students are not expected to comprehend everything I say, but they are expected to listen carefully to what is said, trying to understand. I will use gestures, facial expressions, words that are similar in English and other clues. Students can ask, in Spanish, for help in English during class, or they can come during late start or after school for other help. All homework is announced in class in English as well as posted on the website so there should be no confusion about what is expected.

RULES

- 1) *Work until class is over* 2) *Be prepared* 3) *Respect* 4) *Safety* 5) *Be positive*

Follow all other Hillcrest policies, classroom standards, and Ms. Hawkins procedures as taught at the beginning of the year.

Name _____ Period _____

Teacher Signature: _____

Administrator Signature: _____ Date: August 2014

I have **read** Srta. Hawkins's disclosure statement and hereby **understand** the terms and expectations for her class.

X

X

Student

Parent

I understand that all **homework** assignments and make-up assignments are to be found on the class website srtahawkins.weebly.com.

X

X

Student

Parent

I understand that **the majority of the class is conducted in the Spanish** language and will follow the tips for communicating in a foreign language.

X

X

Student

Parent

Phone number to contact parent: _____

*If you have any questions, concerns, or problems with my class please first come and talk with me directly. I'm eager to talk about how I can better meet your student's needs.