Señorita Garcia’s Spanish Class Syllabus and Procedures 2018-2019 School Year: Spanish 3 CHS (Bellevue College Spanish 123)

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¡Hola a todos! Congratulations on your decision to take Spanish 3! My name is Señorita Garcia, and I am thrilled to be your Spanish 3 teacher! My role is to facilitate your continuing exploration the Spanish language, as well as the many different aspects of Hispanic cultures. I am originally from Pennsylvania and majored in Spanish and English with teacher certification. I studied abroad in Querétaro, Mexico, and after graduating college, I returned to the same town to teach English at an American school there. Upon my return to the US, I began working as a Spanish teacher in Pennsylvania, where I taught levels 1 through 3 Honors. I joined Liberty in January of 2017, and love working here with the wonderful staff and students, and the supportive parents!

During the first weeks of the second semester of the course, you will have the option to register for Bellevue College credit (Spanish 123) for a tuition fee of $200. I will provide you with more information about this option at the end of the first semester.

Spanish 123 (BC) – Liberty Spanish III – At the end of the course, students will be able to:

* Listen to information given by native speakers and accurately answer related questions
* Ask and provide general information and adapt verbal communication
* Read passages in Spanish and explain the main idea, making educated guesses using cognates, context and previous learning to facilitate comprehension.
* Make inferences based on the text and discuss what is read.
* Correctly classify verb tenses and forms, distinguishing between regular and irregular verbs and different pronouns categories; show noun-verb and noun-adjective agreement; describe nouns, adjectives, pronouns, adverbs, conjunctions, and prepositions; recognize and apply correctly adverbs, conjunctions, prepositions, and pronouns.
* Identify basic cultural information introduced through theme-specific vocabulary, photographs, and authentic video material centered on the world of the target language.
* Explain in the first language both differences and similarities between the cultures of the first and target languages.

**The Textbook**

The Issaquah School District has selected the book series “Descubre” for level 3. The entire book and many resources are accessible online using a student login code at [www.vhlcentral.com](http://www.vhlcentral.com). You will also use this site for homework. See reverse for course content.

**Materials**

Having the **necessary materials** (paper, pencils, worksheets, packets) is part of your daily performance and will help you be successful in class. A section in your three-ring binder stocked with paper is preferred because I will provide you with packets; however, a notebook with pockets may be okay.

**Internet access:** you will need internet access to complete the online homework. Please let me know if this poses a difficulty for you.

**Attendance**

**Attendance** is a key factor in language learning, especially on the block schedule! If you are absent, it is **your responsibility** to come to me, find out what you missed, and to arrange a time to make it up **within one week from the missed assignment**.

**Lateness:** please avoid being consistently late.

**After school help:** I’m generally available Monday, Tuesday, and Thursday after school. Please arrange a time with me for anything requiring time past 3:30.

**Bathroom: sign out, take a pass (if not available, wait til your classmate has returned), sign back in. Phones stay in the cell hotel. If you are in the main building before this class, use the bathroom inside before walking to the portables. I will excuse this lateness.**

**Eating in class:** acceptable only with discretion.

Grading:  Grading Scale -- based on percentage and conforming with Bellevue College policy:

* **A** 100-94
* **A-**93-90
* **B+**89-87
* **B**86-83
* **B-**82-80
* **C+**79-77
* **C**76-73
* **C-**72 -70
* **D+**69-67
* **D**66-60
* **F**59 or below

**Performance: 30%**

**Performance** in this class is **worth 30% of your grade**. This includes your involvement in class, your communication with others in Spanish, and **speaking in Spanish** for as much as you possibly can!

* When you don’t know the word in Spanish, try to **describe using Spanish you know**!
* Raise your hand to show what you know and volunteer for answers at the board!
* Engage enthusiastically in class activities!
* Be a **positive influence** in class, show that you are on task, and help keep your amigos on task, too!

**Phone use:**

Being **actively engaged** during class time is a necessary part of language learning and is important for language input. When you are on your phone, you are limiting what you are receiving from and contributing to your class. Therefore**, we will be checking our phones into the “Cell Hotel” and allowing them to rest while we are participating in the language classroom. I will let you know when we will be using our phones for class games and activities.**

**Examenes, Pruebas / Parciales, y Proyectos (Tests, Quizzes, Projects) 35%**

**Tests will cover the full lesson/chapter.** You can expect each test to have open-ended, multiple-choice, reading, and writing activities. I will let you know ahead of time when you have these assignments so that you have plenty of time to prepare, and I will provide an assessment calendar to assist you with planning.

**Quizzes** may be multiple choice, open-ended/short answer, or a combination.

**Projects** will provide you with a more creative and innovative way to demonstrate your knowledge and abilities

**Final assignment in January and/or May/June:** This will be part of the test category for your semester grade.

**Composiciones (Writing) 20%**

**Writing activities will make up 20% of your grade**. You will have writing assignments throughout the school year, and will have the opportunity to edit and improve your written communication in Spanish.

**Tareas (Homework) 15%:**

**~** Homework will be primarily online and will be worth 15% of your grade. Some assignments will be very simple; others will be larger and will take more time. I will assign most of the homework weeks ahead of time so that you can plan accordingly to complete before the due date.

**~** Homework assignments will be posted on the board in the same spot each day. Be sure to copy assignments down at the beginning of class.

**Finalmente,** I know that we will be successful during this school year. I look forward helping you grow in your enjoyment of the language and culture!

¡Gracias!

Señorita Garcia

What’s covered in Level 3?

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Theme** | **Grammatical Structures** |
| Semester 1 | Lección 1 | Las relaciones personales | Review: present tense, ser, estar, progressive, stem changers |
| Lección 2 | Las diversiones | Object pronouns, verbs like gustar, reflexive verbs |
| Lección 3 | La vida diaria | Preterite & Imperfect |
| Lección 4 +  Finals Review    **Dec break 12/20 through 1/1** | La salud y el bienestar | Subjunctive in noun clauses, commands, por vs. para |
| Semester 2 | Lección 5  **(Midwinter break feb 18-22)** | Los viajes | Comparatives and superlatives; negative, affirmative, indefinite expressions, subjunctive in adjective clauses |
| Lección 6  **(spring break 4/8-12)** | La naturaleza | Future, subjunctive in adverbial clauses, prepositions |
| Lección 7 | La tecnología y la ciencia | The Present Perfect, The Past Perfect, diminutives, augmentatives |
| Lección 8 & final project | La economía y el trabajo | Conditional, past subjunctive, si clauses |

Academic Integrity: Anyone caught cheating or not abiding by the Academic Integrity Policies\* will receive a zero for the assignment, and administration will be notified.

|  |  |  |
| --- | --- | --- |
|  | **ACCEPTABLE** | **UNACCEPTABLE** |
| **TUTORS AND OUTSIDE HELP** | Discussing the topic of a composition and working on an outline for it with your tutor, parent, or friend. | Getting someone else to do the writing of a composition. |
| Going over assignments your teacher has corrected with your tutor, parent, or friend in order to understand and correct your mistakes. | Having your assignment completed or corrected by your tutor, parent, or friend prior to handing it in. |
| **TRANSLATIONS** | Using your dictionary or online dictionary (wordreference.com) and other study guides (as instructed by your teacher) when reading texts. | Typing the entire sentence into an online translator |
| **COLLABORATION WITH STUDENTS** | Discussing the material covered by an assignment, the concepts or structure, with a classmate or tutor before beginning to write it. | Writing down exactly the same thing as your classmate or finding specific answers with the aid of someone else. Allowing someone to borrow your work, writing, or completing an assignment for someone else ends up cheating you both. |
| **USING AND CITING RESOURCES** | All written work you hand in should be your own individual production, with proper attribution (page references, footnotes, works cited page) given when you are quoting, summarizing, borrowing ideas, or paraphrasing. All oral work should also be based on information that you obtained yourself from sources which you cite (whether print, recorded, or electronic). | Copying /pasting material from books, articles, the internet, and other material created and/or published by someone else without citing your sources.  Pretending that you personally obtained information from other assigned sources when you actually got it from another student (paper, project, test, etc.). |

**Signatures:**

I will not type an English sentence into Google translate to find the Spanish translation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student signature)

I will follow these procedures so that I succeed in Spanish this year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(student signature)

I have read and am aware of the procedures for Spanish class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(parent/guardian signature)