**Spanish 3 Distance Learning Syllabus Señora Garcia: garciae@issaquah.wednet.edu**

**Overview**

* Students in Spanish 3 will gain proficiency in the vocabulary and grammar concepts presented in Lessons 6, 7, and 8 of Descubre 3.
* The chapters focus on the following concepts:
  + **Vocabulary:** Nature + Conservation / Science +Technology / Economy + Jobs
  + **Grammar:** The Subjunctive with Conjunctions (in adverbial clauses)/The Future Tense / The Present and Past Perfect, Pres. Perfect Subjunctive Tenses / The Conditional Tense / The Past Subjunctive / “Si” clauses (if clauses)
* Extras: prepositions, diminutives + augmentatives

**Assessments and Tasks: All must be submitted through Teams or VHL as applicable.**

* **Beginning Wed, April 22 through Fri, May 29: Travel project presented/submitted.**
  + Written document: submit through Teams.
  + Poster/Brochure: take a picture or save document and submit through Teams
  + Skit: upload video through Teams
  + Spoken presentation: you (and your partner(s), if applicable) upload your spoken portion (either audio or video) through Teams.

The provided dates are the latest you should plan to take assessments. Plan to take the below assessments on or before the assessment date.

* + **Fri, April 24: Vocabulary Lesson 6 learning check**
  + **Fri, May 1: Future tense and subjunctive with conjunctions learning check**
  + **Friday, May 8: Lesson 6 exam**
  + **Friday, May 15: Vocabulary Lesson 7 learning check**
  + **Friday, May 22: present +past perfect + perfect subjunctive learning check**
  + **Friday, May 29: Lesson 7 exam**
  + **Friday, June 5: Vocabulary Lesson 8 learning check**
  + **Friday, June 12: conditional, past subjunctive, si clauses learning check**
  + **Tuesday , June 16: Lesson 8 exam**

**Note:** You should complete these activities at your pace, being mindful of suggested completion dates and assessment dates so you do not fall behind. As you can see, there is not a ton of wiggle room, so you must take the learning checks no later than their assigned dates.

**Grading and Assessments:**

* Students should complete all assigned work. As usual, learning checks will be graded under minimal point value (at or less than 5), and lesson tests will be graded as normal. Learning checks are your opportunity to get feedback on your learning and understanding of material before exams. Use them as a resource.
* You will still have the opportunity to retake exams, so please maintain academic integrity while you are completing these “take home / online” exams. This way, you are showing me what you know, and then we can determine if you are ready to move on or if you did not understand a concept and need to revise.
* If OSPI and the Issaquah School District determine that we will use letter grades, they will be calculated in accordance with the Spanish 3 grading scale as addressed in the original Spanish 3 syllabus.
* If OSPI and the Issaquah School District determine that grades will be on a pass/no credit basis, students taking the course for high school credit only will need a 60% average in the class to receive credit.
* If OSPI and the Issaquah School District determine that grades will be on a pass/no credit basis, students taking the course for Bellevue College CHS credit will earn letter grades, as Bellevue College does not allow pass/no credit for CHS students.

**Suggested Schedule by Class Period**

* + **Monday/Thursday = A day**
  + **Tuesday/Friday = B day**
  + **Wednesday= open/flex**
  + Period 1/5: 10:00-10:45
  + Period 3/7: 1:00-1:45
  + Period 4/8: 2:00-2:45

**Office Hours and Questions**

* I will hold office hours through Zoom with the other Spanish teachers. We will use the waiting room feature to ensure only one student is talking to teachers at a time and our meetings remain secure. Office hours can be used to ask questions and complete speaking activities. Office Hours will be held three times a week at these times:
  + Wednesdays 4:00-5:00 pm
  + Thursdays 3:00-4:00 pm
  + Fridays 9:00 – 10:00 am
* Students can contact me through email at any time. I will do my best to respond quickly, especially during class times.

|  |
| --- |
| What the class/work will look like:   * You accessing activities and carefully reading guidelines and explanations * You watching the provided Youtube and VHL tutorials * You completing activities at your pace, being mindful of suggested completion dates and assessment dates so you do not fall behind (as you can see, there is not a ton of wiggle room here) * You completing practice quizzes, learning checks, study guides, and exams (either on VHL or on Teams) * You using office hours to ask specific questions or complete speaking assessments |

|  |
| --- |
| What the class/ work will not look like:   * Live whole-class discussions * Recorded “lessons” |

**Distance Learning Expectations:**

* Students use Microsoft Teams to access chapter activities, which will include explanations, links to VHL, Youtube videos, and practice activities to help you prepare.
* Students will also be able to access most, if not all, documents on my website.
* Students use Microsoft Teams to turn in assignments (learning checks, writing assignments, speaking assignments, etc) , whether written or recorded (unless you prefer doing a speaking assignment during Office Hours) on or before the due date listed on the calendar provided below.
* Students use Microsoft Teams in a professional and appropriate manner.
* Students communicate their questions to their teacher through email, office hours or Microsoft Team Posts. The teacher provides a response in a timely fashion (~24 hours).
* Students work to improve their language proficiency by engaging in and completing the assigned chapter activities. The teacher will give feedback on learning checks.
* Students do their own work and do NOT use translation sites to produce their Spanish.
  + This is especially important now, given the nature of our “school day.” I would rather read your own words, with many grammar errors, than read something copied from a translator. I am aware of what is covered in Spanish 1, 2, and 3, and know what someone at your level can do with the language. Something written at your level with errors will receive a higher grade than anything translated. If you forget a word or need to look individual words up, that is okay, but think about how you could describe using the language you know.
* Students follow our P.A.T.s

|  |  |  |
| --- | --- | --- |
| ***PURSUE EXCELLENCE*** | ***ACT WITH INTEGRITY*** | ***TAKE CARE OF EACH OTHER*** |
| *-Participate to the best of your ability*  *-Come prepared and ready to learn*  *-Follow through with assigned tasks*  *-Take risks and embrace that failure is a part of success*  *-Be willing to ask for help* | *-Be accountable for your choices*  *-Have a growth mindset*  *-Use technology for the purpose of learning*  *-Present yourself honestly*  *-Take pride in your work* | *-Look for strengths in all people.*  *-Practice empathy*  *-Respect personal differences*  *-Embrace and encourage collaboration*  *-Advocate for each other* |

**Calendar:**

****