

## **Course: Spanish 3 Honors**

Instructor: Mrs. Ibarguen

**Text:** Realidades will be the textbook used. No text will be distributed for take home use to students in this course. A class set of the books will be available, and any student who wishes to check a book out for home use is welcome to do so. Students have access to the online textbook to minimize checking out and losing of textbooks.

**Materials:** Each student will be given a Spanish 3 workbook. If the workbook is lost or stolen, it is the student's responsibility to replace the textbook for a fee of \$10. Each student needs to have a three-ring binder or section of a binder specifically used for Spanish class. That binder must be brought to class **everyday**. Recommended is a Spanish Quick study guide that can be picked up at Fry's electronics or any bookstore. A Spanish-English dictionary for home use is also useful, and 501 Spanish verbs book available at any bookstore.

**Other:** *Look, I am still talking* by Blaine Ray as well as songs and a video series Destinos.

### Course Scope:

This one-year course is designed to achieve a greater degree of proficiency in the Spanish language. It will further the ability to communicate in authentic oral and written context and increase the ease and confidence with which the student uses the language in the community. Connecting with other disciplines and comparing the native language to Spanish will be stressed, expanded, and developed. It will promote a better understanding and appreciation of the Hispanic cultures. The pre-requisite for this course is the successful completion of Spanish II H. This course will fulfill either one Arts/Humanities credit or one of the elective credits required for high school graduation.

### Course Goals:

1. To refine communication skills in Spanish.
2. To increase comprehension of oral and written language.
3. To present information, concepts, and ideas to an audience in Spanish.
4. To illustrate the relationships among the practices, products, and perspectives of the diverse Hispanic cultures.

5. To make additional connections with other disciplines.
6. To analyze the distinctive viewpoints of other cultures.
7. To further the comparison of the Spanish and native languages.
8. To integrate Hispanic cultural perspectives into individual ethnic backgrounds.
9. To extend the use of the Spanish language both within and beyond the school setting.
10. To value the study of the Spanish language for personal enrichment.

#### Course Outline:

The course is divided by units. The focus is vocabulary in context and knowledge of basic structures. Each quarter will be targeting several different units and focuses of vocabulary. Each unit will also build upon previous unit material.

Grading Scale: 90-100%=A 80-89%=B 70-79%=C 60-69%=D Below 60%=F

#### Assessment:

Oral and written assessments follow each unit or segment of study. The teacher reserves the right to give unannounced tests over any material covered in class or assigned as homework. At least **one unannounced** vocabulary quiz will be given per week. This is done in order to adequately assess what students have in actuality learned, not just what they have studied for. Unit tests will each contain a speaking, reading, writing, listening, and culture section.

#### Homework and In-class assignments:

Homework will only be given as a review or continuous practice of what has been discussed in class. Types of homework given will include reading to an adult and requiring a signature of confirmation (please let me know if this

will be a problem for you), drawing a comic strip of a story for understanding, worksheets, workbook activities and projects. In-class assignments include anything done in class that has been collected for a grade. **NO LATE WORK IS ACCEPTED FOR CLASS CREDIT.** If a student has an absence they will have at least three days to turn in make-up work. There is a calendar in the room with information about what the class has done each day. Students are responsible for looking on the calendar and turning in appropriate work into the marked basket. If a student needs a handout, there is also a basket marked for all extra copies of class work under the calendar. Please check my website for information on upcoming projects, assignments, extra credit opportunities, and handouts.

### Projects:

At least one individual or group project will be given each quarter. Neatness, organization, spelling and grammar will be considered in the evaluation of student work.

~A maximum of 25% of the total possible points may be deducted on projects or major assignments turned in one day late (excused or unexcused).

~A maximum of 50% of the total possible points may be deducted on projects or major assignments turned in two days late (excused or unexcused).

A maximum of 75% of the total possible points may be deducted on projects or major assignments turned in three days late (excused or unexcused).  
**NO PROJECT WILL BE ACCEPTED MORE THAN THREE DAYS LATE.**

### Participation:

Participation is expected in a foreign language class. It is necessary to come to class prepared and awake. This is my only chance to give you direct instruction in the target language, and you are expected to practice and participate, so I may better assess your development. The following are reasons for losing participation points each quarter: eating in class, sleeping in class, disturbing others when verbal warning was already given, working on

work from another class, not sitting in assigned seat, cheating, the use of electronic devices in class, negative comments, late to class and speaking English when advised not to.

Each quarter you will be given two passes for restroom or water breaks to be used. If you exceed your two passes, you will begin to lose participation points. On the other hand, if you do not use your passes, you can turn them in each quarter for extra credit.

**10% of the quarter grade will be participation.**

#### Citizenship grade:

Citizenship grades are based on student behavior and participation in class. Students who pay attention, are prepared for class, on time and cause no major disruptions will receive a satisfactory citizenship grade. In order to receive an outstanding citizenship grade, the student must go beyond the average expectancy. Any student sent to the Dean from this class may receive an unsatisfactory citizenship grade.

#### Tardies:

All students should be in class on time. A student who is more than 30 minutes late will be counted absent. School policy regarding the consequences for each tardy will be followed. Students who are tardy will not be allowed to make up work missed at the beginning of class unless the tardy is excused.

#### Attendance:

Regular attendance is essential to the success in the study of a foreign language. Comprehensible input must be heard on a regular basis in order to gain oral/aural skills. The Coronado High School Attendance Policy will be enforced and any student with more than 10 unapproved absences will lose academic credit for the semester.

#### Progressive Discipline Plan

1. Verbal Warning
2. Loss of Daily Participation Point
3. Class Detention
4. Phone Call Home
5. Referral to Counselor

## 6. Referral to Dean

### Classroom Procedures (The four B's)

1. Be on time and prepared
2. Be respectful to teacher, classmates and environment
3. Be responsible
4. Be seated until released

### Grading

All assignments will be classified into one of the following skills:

Reading 20%

Writing 20%

Listing 20%

Speaking 20%

Culture 10%

Participation 10%

All quarter and final grades will be based on this breakdown.

### State Honor Code

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process or compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way. Examples of this specialized for this course includes, but are not limited to: looking at someone else's paper during any form of assessment, using an online translator on written assignments, copying another classmate's assignment.

