

# Spanish 3-4 Course Syllabus

Room 111

Instructor: Señorita Harris; 775-746-5880, ext. 32111

Contact Information: [kharris@washoeschools.net](mailto:kharris@washoeschools.net)



**Class website:** [www.senoritaharris.com](http://www.senoritaharris.com)

Here you will find:

-links to the textbook, important website links, handouts, rubrics, general class information

**Books:** ¡Qué chévere! **Video Assignments:** [www.mcqueen.yabla.com](http://www.mcqueen.yabla.com)

## Course Description/Goals

This course is a continuation of world language level 1-2. This course includes the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice-High to Intermediate-Low Range).

The objective of this course is to further advance students with their Spanish language and prepare them to advance to Spanish 5-6. Students will study and show continuous improvement in several aspects of the Spanish language, including listening, speaking, reading, writing, comprehension skills, and culture. Class is taught primarily in Spanish with English used for grammar lessons and clarification purposes.

## Student Responsibilities

★ Speak in SPANISH! ★ Participate – Cooperate – Respect Others ★ Complete classwork & homework

## Instructional Methods/Assessment

- Audio, visual, or kinesthetic activities.
- White board practice, small group discussions/dialogues, songs, TPR, current events articles, games, journal writing, listening activities, movies, role-playing, skits, critical-thinking activities, etc.
- Thumbs up/down, whiteboard practice, Simon says with hand symbols for vocabulary acquisition, mini-dialogues, internet activities, and reading analysis through questions, homework, class work, tests & quizzes.

## Plagiarism and Cheating

- ***CHEATING IS NOT TOLERATED.***
- Copying homework = both students receive an F, parent contact
- Cheating on a test or quiz = F on the assignment, parent contact.
- **Using Google Translate or the Internet for translating sentences = CHEATING.**
- Looking up single words is fine.



## Attendance

- If you know you are going to be absent = let me know IN ADVANCE so I can prepare materials you may need.
- If you were absent = ask a classmate, email me, check Teams

## Tardies

- You are expected to be in class when the bell rings. Please SWIPE if you are late.

The World Language Department is moving towards standards-based grading practices. We have identified 3 essential standards from the Nevada Academic Content Standards for World Languages and will assess proficiency based on these standards ONLY.

## Essential Standards/ Student Learning Outcomes

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

## Grading Policy

Their grades are standard based and based on the mastery of each standard. Their grade is based heavily on the mastery of their standard, which will be typically a unit test, presentations etc. due to their grade being heavily on mastery students are able to do retakes and the higher grade will replace the lower grade.

In this class all grading will be done on a **weighted** scale. Specific to the essential standards listed above.

- Interpretive 30%**
- Interpersonal 30%**
- Presentational 20%**
- Practice 5%**
- Final Exam 15%**

## World Language Proficiency Scale

Does not meet/Below Expectations = 60-69% D

Approaches Expectations (minimal comprehension) = 70-79% C

Meets Expectations (strong comprehension) = 80-89% B

Exceeds Expectations = 90-100% A

## Grading Scale

<b>100-90% A</b>	<b>89-80% B</b>	<b>79-70% C</b>	<b>69-60% D</b>	<b>59% - below F</b>
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## Infinite Campus

The IC gradebook will show 5 categories: **(Interpretive, Interpersonal, Presentational, Practice and Final)**. Under the practice category is where you will see your scores on basic assignments and daily practice tasks. These assignments will help you master the skills needed to become proficient in the essential standard categories.

## Late Work

Due to the nature of standards-based/proficiency-based grading, you will always have the opportunity to demonstrate mastery of a standard at a later date. The assessment/task may not be the exact same as the assessment/task previously completed; however, it will assess the same standard. Please ask for additional practice materials/tasks if you are struggling with proficiency in a given category. As the saying goes, "practice makes perfect"!

## Semester Final

Our semester final is a common district final. It will include tasks in the interpretive mode, interpersonal mode, and presential mode. Our three essential standards.



