



# Honors Spanish 3b – Syllabus 2019-2020



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Google Classroom Site: [www.classroom.google.com](http://www.classroom.google.com) [class code= ]

## **Course Information:**

### Course Description

Honors Level 3 is a thematically organized course that builds communication skills that are vertically aligned to Advanced Placement AP Level 5 courses. Course focus is based on [ACTFL standards](#) of Interpersonal, Interpretive and Presentational Communication embedded within the context of Hispanic and Latino cultures around the globe. Curriculum emphasizes communication while maintaining a focus on increasing cultural competency through cultural comparisons. Skills covered include expanding use of the preterite and imperfect past tenses, use of the future and conditional tenses as well as use of the subjunctive mood. Themes covered include art; pastimes, interests, and technology; health and wellbeing; and the world around us- both nature and home. Each unit will provide opportunity for students to develop and strengthen their abilities in the standard areas listed below:

<b>American Council for Teaching Foreign Languages (ACTFL) Standards</b>	<b>ACTFL Global Can-Do Benchmarks</b> (target for all students by end of level 3 course)  <i>Level 3 students will be <u>working towards</u> the following “Intermediate Mid” range abilities:</i>
<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>conversation (spoken or written)</li> </ul>	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b> <ul style="list-style-type: none"> <li>a speech</li> </ul>	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b> <ul style="list-style-type: none"> <li>an essay</li> </ul>	I can write on a wide variety of familiar topics using connected sentences.
<b>Interpretive Listening</b> <ul style="list-style-type: none"> <li>podcast, movie, commercial</li> </ul>	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I hear.
<b>Interpretive Reading</b> <ul style="list-style-type: none"> <li>a short story, a biography, a newspaper article</li> </ul>	I can understand the main idea of texts related to everyday life and personal interests or studies.

Student Self Reflection: Students will be given multiple opportunities to reflect and self-assess so as to track personal growth and progress made towards learning outcomes.

Participation: This class requires students to participate in SPANISH in class unless the teacher grants explicit permission for the use of English. Classroom conversation is a HUGE part of the learning practice that takes place in this course and should be considered of primary importance.

Practice outside of class: Using a language is much like playing a sport or an instrument: one must practice!! Opportunity and resources for outside practice are provided throughout the course primarily via Google Classroom, Vista and Quizlet, although students are encouraged to explore cultural resources in Spanish through sites such as <https://radio.garden/>





## Class Participation Student Rubric

Criteria	Exceeds Expectations	Meets Expectations				Almost Meets Expectations	Does Not Meet Expectations			
		<i>Good</i>		<i>Average</i>						
Use of Spanish	Strives to speak only Spanish at all times, even when communicating complex ideas or chatting with peers.	Speaks primarily in Spanish and takes some risks in the language to communicate more complex ideas. At times slips into English when addressing the class or teacher or when chatting with peers.		Speaks Spanish in class with teacher and others mostly without prompting. May need to be reminded at times but is not reluctant to use Spanish in class..		Speaks Spanish in class but only when prompted to do so. Is reluctant to take risks in the language.	Unwilling to speak Spanish even when prompted to do so.			
Volunteering and Discussions	Enthusiastically engages in all class and group activities. Asks questions and contributes to the class in a positive way.	Enthusiastically participates in most class and group activities. Willingly participates in class discussions. Contributes to the class in a positive way.		Volunteers at times and willingly participates in class activities and class discussions when called on. Contributes to the class in a positive way.		Participates in class and group activities only with prompting. Does not contribute to the class in either a positive or negative way.	Does not participate in class or group activities. Remains silent often even when called upon. Tends to have a negative influence on group dynamic.			
Diligence	Consistently attentive in class when the teacher or another student is talking. Always uses work time to do work related to the task at hand.	Almost always attentive in class when the teacher or another student is talking. Almost always uses work time to do work related to the task at hand.		Mostly attentive in class when the teacher or another student is talking. Usually uses work time to do work related to the task at hand but may need to be reminded to focus or complete work.		Sometimes attentive in class when the teacher or another student is talking. Often uses work time to do work UNrelated to the task at hand. Frequently needs to be reminded to focus or complete work.	Limited attention given in class when the teacher or another student is talking. May be disruptive at times. Does not use independent work time appropriately.			
Attendance	Makes class attendance a priority. Arrives in time to prepare for class. Contacts the teacher about missed work for all excused absences before returning to class and independently makes up work.	Good class attendance. Arrives to class in time to prepare for class, with rare, excused exceptions. Makes up missed work for excused absences promptly.		Absences from class are excused and infrequent. Arrives to class on time with rare, excused exceptions. Often prepares for class before it starts. Makes up missed work for excused absences.		Frequent but excused absences from class. May arrive tardy on occasion. Needs prompting from the teacher to complete missed work and/or prepare for class.	Frequent and/or unexcused absences from class. Demonstrates a pattern of tardiness. Does not complete missed work or prepare for class without prompting.			
Letter Grade & Percentage	A N/A 95%	A-/B+ 90%	B 85%	B-/C+ 80%	C 75%	C-/D+ 70%	D 65%	D- 60%	F 55%	O 0

Comments:

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My goal:

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