

## COURSE SYLLABUS

Spanish III 2013 2014

Mr. Scott Griffin (Señor Griffin) ext. 7506

Conference Period 5 (11:37-1:07)

Contact: HILL\_GRIFFIN@TCCSA.NET

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### What's this class For? What can and should you expect?

#### *Course Objectives, Ends, Aims, and Means of Course*

Spanish III is intended to take skills and knowledge of basic Spanish from Spanish I and Spanish II and put them to further practical application. It is a broad look at what's been acquired so far, as well as a detailed investigation and re-discovery of the Spanish language - the structure and uses, its significance on a domestic and global scale, as well as a vista into specific cultures, contributions, history, humanities, and geography of Spanish-speaking countries and people. Towards the end of the Spanish III program, each student will have a final capstone project that encompasses several of the skills and content. In this course, students complete a major research projects on South America, in addition to a variety of smaller projects and presentations on Spanish heritage traditions, and Latino/Hispanic communities within the U.S, holidays, and events across the United States and regional Spanish speaking area. We investigate the issue of immigration and the multitude of factors, issues, problems, and solutions which are the most prominent and useful, as they apply to Spanish. There will be opportunities to share with other Spanish classrooms and Spanish speakers conversations and of course, the point of it all: Communication! Throughout this course, students can track their progress using a language skills checklist. In short, the skill of spoken and written Spanish is a major aim of this course, and is the primary focus for all three levels (I, II, III) - we just try to find either interesting ways or fun ways to practice, practice, perform!

### What do you need to bring each day?

- \_\_\_ Spanish dictionary (recommended, fit in 3 ring binders)
- \_\_\_ Writing utensils
- \_\_\_ Loose leaf paper or spiral notebook
- \_\_\_ 1-inch 3-ring binder for important handouts and documents
- \_\_\_ Your own headphones
- \_\_\_ A 2 gigabyte capacity USB flash drive or mass media storage device (SD or USB Flash)

### How do I get evaluated? How do I get a grade? How can I track my progress?

#### *Course requirements/Performance/Grading:*

#### a. "Building strength" *Practice (homework/classwork)*

Homework may be assigned at various times a week, and students are expected to complete the work by the deadline assigned. Late work is incomplete work - incomplete work must be completed to receive credit. The homework assignments could vary from an online activity, for example, or a worksheet. Homework could be an article to read or a movie to watch.

The work that you choose to do, complete, consume, focus on, analyze, and earn points for is the part of learning a language that is laborious, no doubt about it. Teacher promises to keep homework fair, consistent, interesting, if student thereby promises to do the work from the center of the heart-mind You. The homework assignments amount to a percentage of your total grade for the class, and vary from 5 to 20 points. If there is an assignment that is 75% completed, you will receive a 7.5 / 10 for that 10 point assignment. A 40% completed paper will get 4 / 10. Basically - What you do is what you get, what you get is what you earn, what you earn reflects what you do. What you do reflects what you learn is what you get from your choice to do what you did...but whatever you do, just do it.

#### b. "How strong are you?" How will you be tested? (That lovely word "Assessment")

Assessment is a very important part of the course. Teachers need to be held accountable for ensuring that students are meeting the goals set forth at the beginning. In order to do this, students need to be held accountable for preparing for and meeting the expectations set by the teacher. It is a system of assessment that seems complicated (to the teacher), but in actuality can be summarized simply.

What is **performance**? Performance is preparing for a presentation, observed skit, or question answer session, or even a quiz. Then their performance is measured, with an emphasis on preparation. They know what is coming. It is not so much 'on the fly'. The intention of 'performance' is to communicate meaningful information in practiced, rehearsed, and familiar contexts connected to a specific curriculum

#### What is **proficiency**?

Proficiency refers to what your capacity is at any given moment. It is somewhat unpracticed and unrehearsed and intended to communicate meaningful information in spontaneous communications with native speakers

#### **Example:**

Mrs L. is a French teacher who just completed a chapter on Food with her French 1 class. She decides to take her students to a local African restaurant as a capstone activity. At the restaurant, students are expected to order their food and provide opinions in the target language (all functions they have rehearsed in class). The students do very well in performing these tasks. **That's performance!**

Suddenly, two African men come to the table and start interacting with her students. Their questions are not necessarily related to food. After the initial shock, Mrs L.'s students start uttering a few words ("Yes", "No", "sometimes") and using simple sentences ("I am 13 years old", "Yes, I like French"), they have a hard time understanding the native speakers. **That's proficiency!**

#### **The Big 3**

There are 3 big "tests" (technically called Integrated Performance Assessments, or IPAs) that will take place during the following weeks:

Proficiency Pre-Assessment: Week of September 10

Proficiency Mid-Assessment: Semester Exam Week - January 23 (subject to change)

Proficiency Final-Assessment: Weeks of April 15-30

#### **Skills Checks "I Can" - The Individual Skills**

It is absolutely necessary that you and your parents know what you are going to be able to do. As we progress and build on our prior knowledge, there will be a list of specific tasks that you should be able to do. This helps to show teacher, parents, and student what they can do. These "I Can" statements are adopted from the Oregon State University Linguafolio program and are recommended by the Ohio Department of Education. The "I can" statements from Linguafolio and the portfolio of student work serves as an additional proof of the proficiency level of the students and a reminder to all what has been accomplished in this class.

#### **Integrated performance assessments**

An integrated performance assessment is designed to measure how well students perform at a specific level of proficiency. On a specific theme, the IPAs will measure how proficient you are at a certain level. These test your proficiency and prepared performance at the end of each module.

#### **A note on proficiency:**

Students in the world languages programs throughout the state are expected to meet certain proficiency ratings. In a very generalized way, students that take Spanish III can expect to show growth that typically will range from starting out at **NOVICE MID or HIGH** (possessing some basic skills and knowledge to built on) to testing at an **INTERMEDIATE LOW** by the end of the year. This should be a realistic proficiency goal for students as they progress through the stages of learning Spanish. Each rating (Low, Mid, High) has its own 1, 2, 3 rating and allows for differentiation of student abilities. That's the same thing as saying that students learn at different rates. It is important for you the student to understand that some might progress faster than others, so it is possible to end up at different spots within the "novice mid" range.

#### **Linguafolio**

In order to document our progress and growth in the language, Spanish students will be required to create, maintain, and add to what is known as a *linguafolio*. A *Linguafolio* is a collection of samples of your language skill and cultural competencies, which are proven, undeniable, and available for anyone to see. The *linguafolio* is the evidence that you are making progress and showing growth in the language. The *linguafolio* will be a digital folder in which all of your work – recordings, video-clips, or skills checks, will be stored.

\*Pop quizzes are given frequently, so be ready for them. These are quick check ups to make sure you are learning, generally keeping pace with the class and inform me as to what we need to focus on...although pop quizzes may only be worth 5 or 6 points a pop, they can add up. It also gives you some booster points for your grade, if you're ready every day! What's the point? Answer: *I need to know that you know what you need to know.*

#### Evaluation of performance/grading (approximate)

Homework assignments	-	10%
Integrated Performance Assessments	-	30%
Check-up Quizzes	-	10%
Spoken Skills Checks	-	40%
Linguafolio, Projects, Presentations	-	10%

**\*Grading scale is HHS adopted grading scale: 92A, 84B, 76C, 68D, <68F**

c. "Extensions of my mind" and "Why the Bleep Wouldn't you Click Save?" (DAILY NOTES)

Spanish students are expected to take notes. Information may be on the big screen or on the chalkboard. It is very important that keep everything organized. Spend 3 dollars and you will feel better about yourself. The degree of organization in our room/desk/locker is often a and reflection of how ready our brain is for organizing information. Keeping organized notes may result in a credit for a notebook check, although these won't be worth more than a completion grade, and are assigned with plenty of notice.

d. Effort, Attitude, and Participation Score – "My choices now matter less now than they soon will."

What will you do with your time and energy? It is limited!

As stated in the "Creed of the Language Learner", you have made a commitment to the 30 year old Self you are to become. This world is dynamic, changing rearranging, populating, consuming, evolving, growing, widening, and learning a lot from the humans that live here. You are one of those humans. Be ready! Be positive! Positive attitude yields positive results. Students are expected to participate regularly in class conversations and activities. Lastly, everyone in my class is given a fair opportunity to learn and reach his or her goals. If you choose to stand in the way of someone else's success, I will have no choice but to remove your participation point for the day and invite you into the hallway for the day. *Disruptive behavior IS the Polar Opposite of Participation!* Those single participation point minuses add up, dudes! Be careful what YOU ask for!

e. Extra Crédito: – "Rescue for *deserving* ones"

Imagine – it's the end of the 6 weeks. Will you have earned the opportunity, or deserve the privilege to try for extra credit? The value of such is at teacher discretion. Teacher will give you a break as long as student deserves it. Don't be one of those non-deserving students who have no problem spending time and energy interrupting the teacher, students, and the optimal flow of learning, yet still expect "grade salvation" when their mom or dad yells at them after they look at progressbook and realize that their grade is crappy. Instead, be one of those students who was non-disruptive, contributing to class and their learning, and completed assignments but just didn't do great on a test types; one deserving of extra credit opportunity can choose from the following.

1. Research an article on a current issue that concerns Hispanics in the U.S., a Spanish speaking country, or something relating to Spanish linguistics/language. Answer the following questions:
  - a. What was the material discussed in the article?
  - b. How does this relate to your current life or your future potential life?
  - c. Was this article interesting? ("Yes" is the right answer) Why?
  - d. Provide some opinions and reflections on the article you read.

*The first paragraph may be in English, but the second half (your opinion part) MUST be in Spanish.*

RECORD IN YOUR LINGUAFOLIO and SHOW TEACHER when it is in there for credit.

2. Write a letter, speech, or journal entry in Spanish and read it to me out loud during a study hall or after school. RECORD IN YOUR LINGUAFOLIO and SHOW TEACHER when it is in there for credit.
3. Watch a DVD with Spanish audio and write down 15 words / expressions that you saw during the movie. Document this and write a journal entry about what it was like hearing the Spanish. RECORD IN YOUR LINGUAFOLIO and SHOW TEACHER when it is in there for credit.
4. See Mr. Griffin about other ideas for approval. Again, RECORD IN YOUR LINGUAFOLIO and SHOW TEACHER when it is in there for credit.

DUE LAST DAY OF GRADING PERIOD, 3:15PM

VALUE OF EXTRA CREDIT: up to 5 points depending on quality and adherence to prompts stated above.

g. Getting involved outside:

- a. It is not a requirement for you to be a member of the Spanish Club. It is, however, a good measure to show up to events and support cultural and linguistic learning opportunities outside of school. You can join at any time, you are always welcome, there is always food, and sometimes opportunities for extra points at different events we conduct as a club. Becoming a leader in the Spanish club is great for a resume and college application as well.
- b. Study Abroad – If you are interested in study abroad, there are opportunities for you to travel to another country and live there. If you are interested, talk to teacher about the rotary youth exchange program.
- c. Try out your Spanish anytime you are at a Mexican restaurant and bring a note in – you'll be rewarded with points or cash. (Banco 151)