



Spanish III Syllabus
CHS World Languages Department

Contact Information: Parents may contact me by phone, email, or visiting the school.

Teacher: Mr. Greg Phillips

Email Address: gregory.phillips@ccsd.us

Phone Number: (740) 702-2287 ext. 16220

Online: <http://www.ccsd.us/1/Home>

CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Spanish III - 362

State Course #: 060265

Prerequisite: C or better in Spanish II or teacher permission.

Elective

Grade: 10-12

Graded Conventionally

Credit: 1

Course Description:

Taught in an immersive Spanish environment, students in Spanish III will communicate not only about their own lives, but also about the world around them. Students will discuss issues of interest in the United States as well as the Spanish-speaking world.

At the end of this course, successful students will be able to communicate at the Intermediate-Low level of proficiency, as defined by the American Council on the Teaching of Foreign Languages. Students will interpret paragraph-length written and spoken texts and be able to identify the main idea and some supporting details. They will be able to ask and answer questions in conversations, and they will communicate in authentic, original sentences.

At the end of Spanish III, students will take the AAPPL Exam to determine proficiency levels and readiness to compete for the Seal of Biliteracy and a

passing AP score. The AAPPL Exam will not be factored into either student grades or teacher evaluations. **A lab fee of \$20 will apply.**

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st Quarter**

- **Unit I Title: Re-establishing Novice-High (N-4)**

- **Big Idea # 1 (Presentational):** I can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
 - **Big Idea #2 (Interpersonal):** I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3 (Interpretive):** I can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?

- **Big Idea #4:** I can function at a survival level in authentic cultural context.
 - *Essential Question #1:* What are some situations that require cultural knowledge to navigate effectively?
- **2nd Quarter**
 - **Unit II Title: Creating and Sustaining at Intermediate-Low (I-1)**
 - **Big Idea #1 (Presentational):** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
 - **Big Idea #2 (Interpersonal):** I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3 (Interpretive):** I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?
 - **Big Idea #4:** I can function at a functional level in authentic cultural context.
 - *Essential Question #1:* What are some situations that require cultural knowledge to navigate effectively?
 - **MID-TERM EXAM**

- **3rd Quarter**
 - **Unit III Title: Creating and Sustaining at Intermediate-Low (I-1)**
 - **Big Idea #1 (Presentational):** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.
 - *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
 - *Essential Question #2:* How can I present information to give a preference, opinion or persuasive argument?
 - *Essential Question #3:* How can I present information to inform and explain?
 - **Big Idea #2 (Interpersonal):** I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
 - **Big Idea #3 (Interpretive):** I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?
 - **Big Idea #4:** I can function at a functional level in authentic cultural context.
 - *Essential Question #1:* What are some situations that require cultural knowledge to navigate effectively?
- **4th Quarter**
 - **Unit IV Title: Creating, Sustaining, and Connecting at Intermediate-Low (I-2)**
 - **Big Idea #1: (Presentational):** I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.

- *Essential Question #1:* How can I present information to narrate about my life, experiences and events?
- *Essential Question #2:* How can I present information to give a preference, opinion, or persuasive argument?
- *Essential Question #3:* How can I present information to inform and explain?
- **Big Idea #2: (Interpersonal):** I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
 - *Essential Question #1:* How can I share information and ideas in conversations?
 - *Essential Question #2:* How can I meet my needs in conversations?
 - *Essential Question #3:* How can I express, react to and support preferences and opinions in conversations?
- **Big Idea #3: (Interpretive):** I can understand the main idea and some pieces of information from sentences and series of connected sentences within texts that are spoken, written or written on familiar topics.
 - *Essential Question #1:* How can I understand informational texts?
 - *Essential Question #2:* How can I understand fictional texts?
 - *Essential Question #3:* How can I understand conversations and discussions?
- **Big Idea #4: (Culture):** I can identify common patterns in the products and practices of a culture.
 - *Essential Question #1:* What are some common patterns in the products and practices of a culture?
- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- 1" 3-ring binder
- Composition notebook
- Folder

Electronic Resources:

- www.quizlet.com
- www.duolingo.com
- www.classroom.google.com

- www.lingt.com/davidmcdonie
- www.schoolology.com

Course Expectations: The teacher has six goals for this classroom: 1) The class shall be conducted completely in Spanish. 2) Students will not be afraid to speak the language. 3) Students will infer and circumlocute (no translation). 4) Students will take risks and make mistakes. 5) Teacher and students will build and participate in a Spanish-speaking community. 6) The class is about all of us. In order to accomplish these goals, students are responsible for three expectations

1. **Participate.** Students must take part in all class activities.
2. **Speak only Spanish.** English will impede our abilities to acquire Spanish. Success with this expectation also counts as classwork.
3. **Respect.** Ensure that you are part of a community in which language acquisition can occur.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 20% of a student's final grade.
- The Mid-Term Exam and End of Course Exam each comprise 10% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed. **In order to make up an assignment, students must schedule a time with the teacher via their Google Calendar.**
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.

- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

21st Century Skills: In order to increase student competence and communication skills, I place two expectations upon my students.

1. If students need to schedule a time to take a make-up test, quiz, or assignment, they must do so through the Google Calendar that CCSD provides them. It is their responsibility to invite the teacher to the make-up session.
2. Although family communication is always welcome, if families have questions about a student's grade on a particular assignment, it is the responsibility of the student *and not the parent* to address that problem first. They may cc their parent(s) in their email to me, and I will respond in kind, but students must take the initiative for their own grades. If I fail to resolve the situation in a satisfactory matter, a parent may then reach out to me.

Performance Based Section: Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance Based. According to the Ohio Department of Education, "Performance Based Assessments (PBA) provides authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning." Some examples of Performance Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

CHS Spanish III Course Syllabus

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Date: _____

Parent Communication Preference (Circle one below):

Phone Text Email Other (Please specify) _____

Parent Phone number: _____

Parent Text number (if different from above): _____

Parent email address: _____

Other parent contact: _____

Is there anything you would like me to know about your child or family that will help me teach your child more effectively? _____
