



BOSTON COLLEGIATE CHARTER SCHOOL

Spanish III Course Description, 2010-2011

Grade 11

Señorita de la Rosa

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(617) 265-1172 ext.326

Course Overview:

¡¡Bienvenidos a Español III!! This course will be fun and simultaneously demanding. You are expected to listen attentively in order to enrich your vocabulary and your pronunciation and to thoughtfully process new information. You will have ample time to practice your language skills and ask questions. Because it is a higher level course you will be expected to have a more in-depth relationship with the course material. Class time will be structured in a way that will allow you to share and gain knowledge from each other. We will not only be learning grammar structures but also engaging in higher level conversations about the Spanish speaking world.

Primary Performance Standards:

Upon Successful completion of level III, students will be able to:

- Comprehend language spoken at a level of increased complexity and speed with a greater number of correct responses to commands, questions, basic conversation, and acquisition of information and interactions.
- Speak with greater fluency, quantity of vocabulary, complexity of thought and sustain a conversation utilizing accurate sentence structure and pronunciation.
- Write in Spanish on a wide variety of topics demonstrating a command of multiple verb tenses, more descriptive sentences, expanded vocabulary, and more advanced grammar structures.
- Demonstrate knowledge of Spanish speaking cultures.

Materials:

In class, each student will have a Spanish II and III textbook, *Realidades* to use in the classroom. In addition, each student will need a simple folder to take any materials needed for homework completion or to study at home. Also, each student must have a separate 2" three-ring binder for Spanish with 5 dividers to separate into specific material categories. The binder will be left in class every day. Finally, to take home, each student will be provided a copied, Spanish III Practice Workbook.

Homework:

Students can expect to have homework in some form every night. Collected homework will be graded 2-3 times per week and will be graded from 0 – 10.

- **Homework will be turned in on the due date for full credit. Homework must be turned in during advisory!**
- **Homework turned in after advisory on the due date is LATE and will receive 50% credit.**
- **Homework two days late will be accepted but will receive 0% credit.**

Tests/Quizzes:

There will be a major test at the end of each unit. There will be approximately 2-3 formal quizzes between each unit test to track progress. In addition, you will have multiple projects throughout the year that will count as test grades.

Grading/Assessment:

Each quarter grade represents 21.25% of a student’s final grade. The midterm after Quarter 2 is worth 5% of the final grade and the final after Quarter 4 is worth the remaining 10%.

Final Grade =	Quarter 1 (21.25%)
	Quarter 2 (21.25%)
	Midterm (5%)
	Quarter 3 (21.25%)
	Quarter 4 (21.25%)
	Final (10%)



Quarter grades will be determined by a combination of homework, tests, quizzes, class work, projects and participation. Please be advised that any form of plagiarism or use of online translators such as ‘google translator’ will result in an automatic zero for the assignment, as well as the student doing the assignment for no credit. The Dean of Students will be notified as well and will determine the type of consequence.

Quarter Grade=

Coded in grade book in quotes:

“Tests”	->	Major Assessments – tests-----	30%
“HW”	->	Homework: -----	20%
“Class work” *	->	Participation & Speaking Skills: -----	25%
“Other Assessment”	->	Other Assessments – quizzes, projects, do now: -	25%

*** Class work / Participation and Speaking Skills:**

In this category you will be evaluated and graded on your verbal skills in the target language. In addition, you will be graded on a participation rubric every other week. These two categories combined will account for 25% of your grade.

Teacher Expectations:

Ms. de la Rosa is expected to:

- Respect all of her students.
- Communicate with families and students when students are not meeting an expectation.
- Communicate with families and students when students do something exceptionally well
- Encourage culture of respect and understanding.

- Encourage students to become responsible for their own learning and to expand their learning process.
- Offer extra help to students two times a week (Tuesdays and Thursdays from 3:00-4:00pm in room 170).
- Continue to look for creative ways to differentiate instruction and engage students with diverse learning styles.
- Continue to be passionate about her students and her subject matter and look for ways to tap this enthusiasm in students.
- Take risks in planning classes and activities.

"Do not wait for strangers to remind you of your duty,
you have a conscience and a spirit for that.
All the good you do must come from your own initiative"

-Popol Vuh- Ancient Sacred Text, Guatemala.



