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BOOKER T. WASHINGTON
High School For The Performing And Visual Arts

Booker T. Washington High School for the Performing and Visual Arts **English & World Languages Department**

2016-2017 School Year (August 22 – June 1)
Pre-AP Spanish III

Instructor: **Jennifer Duffy, M.A. Spanish Linguistics**

Contact Information:

Classroom: 104 (Historic Building)
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Tutoring Hours: M, W, & TH 8:35 a.m. – 9:05 a.m.
(Less an event of scheduling conflict.)
M – TH 4:15 p.m. – 4:45 p.m.

Course Description:

The Pre-AP Spanish III course is a program that not only addresses the Texas Essential Knowledge and Skills of Communication, Culture, Connections, Comparisons, and Communities, but also helps to prepare students for AP Spanish IV & V. The course focuses on the integration of authentic resources with the goal of providing a rich, diverse learning experience. Students communicate using intermediate vocabulary and linguistic structures as they build proficiency toward the pre-advanced level.

Required Materials

- Holt Spanish 3 ¡Exprésate!
- Course Binder/Notebook

Organization

The course is divided into ten chapters, which are designed to build grammatical structures and vocabulary. Corresponding cultural elements are integrated into the course, and activities are directed with those cultural connections in mind. A progression toward discussion of the topics entirely in Spanish is a goal for this course.



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Real-life Language and Culture

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete activities that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country, visiting area businesses and learning about opportunities with Spanish, and more. Students must provide acceptable evidence of their engagement as described in the Language and Culture Portfolio Guidelines.

Assessment

Pre-assessments: August/September Preliminary Assessments

The purpose of this assessment is to test prior knowledge from Spanish I & II and will be graded as class work and form the basis of a portfolio of student work, so that both student and teacher may monitor learning throughout the year.

Ongoing assessments:

Homework: Daily vocabulary review on *Quizlet* is expected (<https://quizlet.com/class/1768334/>) . Additional grammar practice assigned as needed.

Tests: Assessments include integration of the TEKS. Chapter assessments are announced several days in advance and are posted on the class website. Students should visit with their teacher prior to an exam if they need extra help.

Quizzes: Weekly. Most are on <http://www.socrative.com/>.

Notebook: Students are responsible for maintaining a 3-ring binder to organize homework, notes, corrected quizzes, practice exams, vocabulary, rubrics, and writing.

Oral Assessments: Individually or in groups, minimally one per marking period.

Writing Portfolio: Students examine different types of texts, interpret them, and then use them as models with which to write their own. The students maintain a portfolio of all their written work in the classroom in order to chart their progress.

Cultural Contacts Portfolio: In person or online, students participate in one Cultural Contact each marking period from a choice board of authentic suggestions. Students make entries in a paper or electronic portfolio summarizing and reflecting orally or in



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writing about the experience.

Class Participation: Based on a goal of exclusive use of Spanish and ease of use. Speaking the language increases fluidity and accuracy. Risk-taking is rewarded. The goal is the communication, not the grammar. Use of English inhibits learning, weakens the process, and loses points.

Final Exam: Those seniors maintaining an A average (90+) over the course of the school year, fewer than 5 absences, and without discipline referrals (including academic dishonesty), are exempt from the final exam.

Grading Scale

Both teacher and student will have one on one time to review the student's grades and portfolio each six weeks and discuss their progress.

Assignment	Weight
Classwork/Homework/Participation	40%
Tests/Oral Assessments	25%
Portfolios	20%
Six-Week Unit Test	15%

Course Planner

Through the study of the following topics, students build the necessary skills to reach the assessment objectives through the expansion of their receptive, productive, and interactive skills.

- Chapters 1 & 2 (1st 6 weeks, August 22 – September 30)
- Chapters 2 & 3 (2nd 6 weeks, October 3 – November 4)
- Chapters 3 & 4 (3rd 6 weeks, November 7 – December 22)
- Chapters 5 & 6 (4th 6 weeks, January 10 – February 24)
- Chapters 7 & 8 (5th 6 weeks, February 27 – April 13)
- Chapters 9 & 10 (6th 6 weeks, April 18 – June 1)

Late and Make-up Work Policy English and World Languages Department

- If an assignment is missing, teachers will record a missing grade in the gradebook for that assignment. The teacher will enter a grade of zero only if the student submitted the assignment and received zero points.



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- In the case of missed classwork due to absence, the student is responsible for requesting, within one class period (usually two school days due to block scheduling), missed work or an alternate assignment from the teacher. The student will be allowed the same amount of time to complete the assignment as students who were present, or an amount of time appropriate to an alternate assignment.
- If the student would miss assignments due the day of a pre-planned absence, such as a performance or college visit, the assignment is due no later than 4:20 p.m. the calendar day prior to the planned absence. For anything assigned during the planned absence, the student is responsible for obtaining the assignment and its details and is subject to the missed classwork policy above.
- For late work not associated with an absence, or when the student misses a deadline for absence-related make up work, the student is given one class period (two calendar days) to complete the work, but that work will incur a 30 percent grade reduction. After that time, the assignment will remain coded as a missing grade, which will count as a zero for the purposes of grade averaging. In the case of missed tests or quizzes, the student must arrange for make-up with the teacher within one class day (two calendar days) of the student's return to class. Failure to do so will incur the 30 percent penalty for late work as articulated above.

Academic Honesty Statement

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a pre-college student, you are considered a responsible adult. Your enrollment in an AP/Pre-AP course indicates acceptance of the DISD and BTWHS Code of Student Conduct. Academic dishonesty is a serious offense and will be handled as such.

Resources

- Corporación Radiotelevisión Española - www.rtve.es
- Radio de la Naciones Unidas – www.unmultimedia.org/radio/spanish/
- Radio Nederland – www.rnw.nl/espanol
- El País - www.elpais.com
- El Mundo - www.elmundo.es
- BBC Mundo - www.bbc.co.uk/languages/spanish/
- Univisión - www.univision.com
- www.studyspanish.com
- www.wordreference.com

The instructor reserves the right to amend this syllabus as necessary.



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Please acknowledge that both you and your parent(s) have read this syllabus:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Additional Information or Questions:

The instructor reserves the right to amend this syllabus as necessary.