

# Metropolitan Business Academy

## Spanish III Course Syllabus

### Teacher Contact Info:

Teacher Name: Joanna López (Sra. López)

Email Address: [joanna.lopez@nhboe.net](mailto:joanna.lopez@nhboe.net) (This is where all projects/assignments can be shared)

Phone # (475)220-7700

After School Hours: Tuesday from 2:15 p.m. to 3:30 p.m.

### Course Overview:

- The Level III year is comprised of 4 large main units. It is anticipated that Sra. Lopez might do some review at the beginning of the year, all the review is to spiral to the use of past functions and vocabulary into the curriculum. The recommended pace would be one unit per quarter.

### Course Standards: (list)

Below you will find the significant tasks we will complete in Spanish III during the school year. Title of task with description and standards you need to complete as well as 21st Century Competencies included.

### World Languages Content Standards:

|   |  |
|---|--|
| <b>Interpersonal Communication</b><br>#1  | Learners interact and negotiate meaning in spoken, signed, or written conversation, reaction, opinions and feelings.   |
| <b>Interpretive communication</b><br>#2   | Learners understand, interpret, and analyse what is heard, read or viewed on a variety of topics.  |
| <b>Presentational communication</b><br>#3 | Learners present information, concepts, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers. |

**Performance Tasks Chart:**

|   |   |  |   |
|---|---|--|---|
| <p><b>Title</b><br/> <u>*My Personal Heroes</u></p> | <p><b><u>Presentational</u></b><br/>         Students will present to the class about two of their personal heroes to the class (one past, one present), including name, where and when they were born, what they do, and why they are a hero. (personal attributes) Score with simple presentational speaking rubric, included.<br/><br/> <b>Trimester 1</b></p>   | <p>Content Standards met by Performance #1,3</p> | <p>21st Century Competencies met by Performance Task #3,4,5</p> |
| <p><b>*<br/> <u>My Personal Heroes</u></b></p>      | <p><b><u>Presentational Writing Assessment:</u></b><br/><br/> <b>Mi Heroe</b> Students will write an essay in support of or against (or some combination) of one the following claims:<br/>         1. Anyone can be a hero.<br/>         2. Heroes have no personality flaws.<br/>         3. Heroes must be physically strong.<br/>         4. True heroes never use violence.<br/><br/>         Score with NHPS Presentational Writing Rubric.<br/><br/> <b>Trimester 1/2</b></p>  | <p>#1, 3,</p>                                    | <p>#2,3,4,5</p>   |
| <p><b>*<br/> <u>Public Announcement</u></b></p>     | <p><b>- Presentational Writing/Speaking Assessment</b><br/> <b>TASK:</b><br/>         Students will create an infographic, poster, PPT, etc. convincing the public (like a Public Service Announcement) what they should do in order to address a particular health issue. This can be the health issue they have been studying or a health issue they choose on their own. This item could be offered to the local clinic or other community center for use by the native speakers. Score with rubric included on handout below.<br/> <b>Native speaker modification:</b> Students must choose a topic different from what they have been learning in class, such as smoking cessation, benefits of exercise, benefits of sleeping, benefits of healthy eating, etc.</p> | <p>#1,3,</p>                                     | <p>#2,3,4.5</p>   |

|  |   |      |          |
|--|---|------|----------|
|  | <b>Trimester 2</b>  |      |          |
| <p><b>*<br/>Shopping Spree</b></p> <p><b>*<br/>Shopping Review</b></p> | <p><u>Presentational Speaking:</u><br/>Students have \$1000 (in target culture money) and have to research online where they can get the most for their money in the target culture. They have to buy a minimum of 6 things. They have to create a poster/PPT/other visual to support an oral presentation about what they WILL buy. Students present to the class. Score with rubric included in Assessment details.</p> <p><u>Presentational Writing:</u><br/>1. Write a review for a product you bought online. Topics should include why you like/don't like, if you would recommend it, and why someone else should/should not buy it in the future.<br/>2. Write about a shopping experience you had. Topics should include where you bought it, what you bought, why you like/don't like it, why someone else should/not shop at that store in the future.<br/>3. Create your own product and write a convincing essay about the product and why people should buy it. Topics should include a description of the product and why it is better than products you have used in the past and the competition.<br/>4. Write about the advantages and disadvantages of buying sneakers (or any product) online.</p> <p><b>Native speaker modification:</b><br/>1. Write about any of the above, with more detail. Instructions will be provided.<br/>2. Write about the benefits of having a custom-made clothing versus store-bought clothing (prom dress, suits, etc.)</p> <p style="text-align: center;"><b>Trimester 3</b></p> | #1,3 | #1,2,3,4 |
| <p><b>*<br/>Visual Arts</b></p>  | <p><b>Presentational</b></p> <p><u>Research-based Presentational Writing:</u><br/>Students will research a particular artist and create a one-page visual (poster, slide, Glogster, etc.) that includes:</p>  | #1   | #3,5     |

- A visual representation of the artist or his/work.
- At least two quotes from a target language website about that artist.
- 10 words that describe the artist or his/her work and why you chose the word.
- A paragraph about the life of the artist (when born, where lived, something interesting, etc.)

Gallery Walk Presentational Writing

The classroom will become an art gallery. Students will choose or create a particular piece of artwork. Teacher or student prints out that piece of artwork.

Presentational Writing: Students create the description to go beside their chosen piece of art on the wall:

- About the artist – Who created the work of art? If you made it, what was your inspiration? If another artist made it, say something about the time period, situation, or inspiration for it. (use your research).
- About the painting – When was it created? What are the materials? Is it part of a particular artistic movement or style?
- The painting – Why is it included in this art show? Why did you choose to include it?
- Tell the viewer what to look for (use commands).

**Portfolio Criteria:**

For students to complete level III, all performances with an \* must be presented and handed to teacher.

**How you will be graded explanation:**

| <b>Mastery Language Abbreviations</b> | <b>Mastery Language</b> | <b>Progression to Meeting Standard</b>  | <b>Standard Grading Equivalent</b> |
|---------------------------------------|-------------------------|---|------------------------------------|
| XE                                    | Exemplary               | Exceeds Standard with Distinction       | 100                                |
| CO/XE                                 | Competent/Exemplary     | Exceeds Standard (revise for exemplary) | 93                                 |
| CO                                    | Competent               | Meets Standard (revise for exemplary)   | 85                                 |
| EM                                    | Emerging                | Approaches Standard (needs revision)    | 70                                 |
| NY                                    | Novice                  | Not Yet (needs revision)                | 60                                 |
| NE                                    | No Evidence             | No Evidence of Work Yet                 | 50                                 |

**Grading Policy:**

Tests/ Projects: 50%

Class Participation / daily work: 50% (modification are implemented for any homebound)

**\*\*\*For students to move forward to the next level in the respective language, students must complete assignments/projects which includes all four areas: speaking, listening, reading and writing.**

### Class Expectations:

1. **Be Prompt** tardiness affects your learning
2. **Be prepared**, always bring your notebook and a writing utensil
3. **Be cooperative and positive**, this helps you a lot learning a second language.
4. **One voice policy** in the classroom, we need to learn from each other.
5. **Always ask when you need help**, it is difficult to to meet your needs if you do not voice them out.
6. **Try your best when Speak in the Target Language.** Remember practice makes perfect.

- **Reminders:** Please do not use your cell phones, iPads, i-phone watch, etc. in class. (You will be given specific times to do so) Unauthorized use will result in a warning before it is placed in the charging station in which you will not have access to it until the end of the class. “Your electronics are yours to keep not to be taken away for breaking classroom requirement”, therefore they are to remain in your backpacks not on you (back pocket, sweatshirt, etc.)

### **Participation:**

Participation is assessed daily and includes attendance\*, attentiveness, volunteering in class, having required materials, completing assigned work, participation in paired and group activities, and having a cooperative and respectful attitude.

**\*Attendance is an important part of your academic growth. If you are absent make sure to contact your teacher to e-mail you any missing assignments.**

### **Classwork :**

Classwork is a vital part for your growth. It serves as a great tool for practicing the target language and come up with questions for teacher on the areas you believe need the most help.

**Make-up Work: Two of the 21st Century Skills we focus on are Initiative, Accountability and Responsibility.** When you are absent it is your responsibility to make up the work. You have one class to make up the missed work. Once you hand in your work on time, you will have multiple opportunities to master your work. Quizzes and tests will need to be made up by scheduling an appointment. AGAIN... it is YOUR responsibility to remind me of make up quiz or test. (Once the given extended due date has

passed **NO WORK** will be accepted, we need to move on to learning new things. This includes work given during your absence as well as Presentations and Projects).

**Extra Help:** Extra help sessions are available and recommended for students who need additional practice or reinforcement of the material presented in class. See the above for scheduled days and times to meet after school.

- If Trimester or class is failed, you must take a Mastery Spanish III exam that includes Listening, reading, writing and Speaking. If all standards are met with a competent score you will successfully move to the next level. The test will have questions from the topic/s taught during that Trimester/year.

For more information on our school wide policies about Mastery Based Learning and Grading, please reference the Metropolitan Business Academy Student-Parent Handbook and the Guiding Principles of Mastery Learning and Mastery Grading at [www.metropolitanbusinessacademy.org](http://www.metropolitanbusinessacademy.org).

After carefully reading through this syllabus with your parent or guardian, please sign and return this page only of the syllabus to me by your next scheduled class time. This will be counted as your first homework assignment. Keep the above pages in your binders to look back on in case you have any questions about this course.

The below signatures show the teacher that both guardian and student have read the class syllabus and agreed upon this contract.

**\*Cell phones are a major distraction in classes therefore, by signing this contract you and your child agree that after the given warning students will have to place their phone in the teacher's cell phone charging station and will be returned to students at the end of class.**

**Parent/Guardian Contact Information:**

Name: \_\_\_\_\_

\*Home # \_\_\_\_\_ Cell# \_\_\_\_\_

\*e-mail : \_\_\_\_\_

Best time to contact: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

Parent Signature: \_\_\_\_\_

**Student Information:**

Name: \_\_\_\_\_

E-mail: \_\_\_\_\_

Student Signature: \_\_\_\_\_



