

# Syllabus: Spanish III Fall SY 2024-2025

## Instructor

Lynette De Jesus

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Canvas Class Location: Spanish III Classroom

Zoom Meeting Room: <https://clayton-k12-ga-us.zoom.us/j/5127842364>

In-Person Location: Room 2104

Fall / 2024-2025

Tutorial Day and Time/Asynchronous Instructional Support: Wed. 3:15– 4:15 pm in room 2104

Remind App Code: djs3fall24

## Course Description

The Spanish Level III course assumes that the students have completed a Level II course or are at a Novice-Mid to Novice-High level of proficiency. Students use basic language structures with accuracy and recombine learned material to express their thoughts. They are exposed to more complex features of the language, moving from concrete to some abstract concepts. By the end of Level III, students will exhibit Novice-High level proficiency in speaking and writing and Intermediate-Low proficiency in listening and reading (ACTFL Proficiency Guidelines, 1999).

## Learning Outcomes

Students will be able to:

- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Read, write, speak, and listen for meaning in Spanish
- Recognize and respond to significant works of literature in Spanish
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

## Textbook

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## Materials / Resources

- 1 composition notebook
- Pens/Pencils
- Useful Websites: <https://www.languagenut.com/en-us/>, <https://www.duolingo.com/>, <https://www.spanishdict.com/>, <https://www.fluentu.com/>, <https://www.memrise.com/en-us/>

## Evaluation Procedures

High School and High School Credit Bearing Courses	
Grade Weights	
Courses with an End-of-Course (EOC) Exam	
Classwork	35%
Tests/Quizzes	30%
Projects	10%
Homework	15%
End-of-Course Exam/Final Exam	10%

## Grading Policy

Letter Grade	Performance Level	Description of Performance Level
A	90-100	Exceeding content expectations
B	80-89	Meeting content expectations
C	71-79	Working towards meeting content expectations
D	70	Inadequate progress towards meeting content expectations
F	69 and below	Did not meet content expectations
NC	No Credit	Enrolled 10 days or less
I	Incomplete	Course requirements not completed

**Class Outline/Calendar (Tentative)**

<b>Week #</b>	<b>Units</b>	<b>Unit focus:</b>
Week 1	Course Introduction	Students will be introduced to the enhanced curriculum that includes more complex grammatical structures, expanded vocabulary, and cultural themes. We will focus on establishing clear learning goals, familiarizing students with course materials, and building excitement for the journey ahead. By the end of the week, students will have a clear understanding of the course expectations and be ready to dive into more advanced Spanish language and cultural studies.
Weeks 2-4	Unit 1: Families and Communities	Students will learn essential vocabulary to communicate about characteristics, beliefs and values associated with being a global citizen and explore contemporary beliefs and challenges that individuals and communities face. Students will communicate the importance of the topic and collaborate with each other on how to become a global citizen.
Weeks 5-7	Unit 2: Global Challenges	Students will learn essential vocabulary to communicate about environmental challenges. Students will be able to tell why it is important to protect the environment and describe changes that can be made to positively impact the environment in our local or global community.
Weeks 8-10	Unit 3: Contemporary Life	Students will learn essential vocabulary to communicate about their lifestyles, habits and customs. Students will be able to tell why it is important to have a healthy lifestyle and describe the challenges with maintaining one. Students will discuss how technology usage, relationships, diet, family and friends can have positive and negative effects on our lifestyle.
Weeks 11-13	Unit 4: Personal and Public Identities	Students will learn essential vocabulary to communicate about personality traits and interests, describe their self-image and talk about how it differs depending on their environment. Students will compare and contrast the causes and effects of a positive or negative self-image with that of teenagers in the Spanish-speaking world.
Weeks 14-16	Unit 5: Science and Technology	Students will learn essential vocabulary to communicate about how perceptions of beauty and art influence and reflect culture in different parts of the Spanish world. Students will learn about various Spanish-speaking artists and their style of art.
Weeks 17-19	Unit 6: Global Challenges	Students will learn essential vocabulary to communicate about personality traits and interests, describe their self-image and talk about how it differs depending on their environment. Students will compare and contrast the causes and effects of a positive or negative self-image with that of teenagers in the Spanish-speaking world.
Week 20	<b>Make-up days &amp; testing period</b>	

## Class Policy

- Be on time
- Be ready with the required charged technology and materials
- Do not eat while in class
- Be clear and respectful when communicating with your instructor and classmates
- Be honest and original. I will not tolerate plagiarism in any way and it will affect your scores
- Participate actively and regularly to earn credit
- Put away cell phones and electronic devices while in class

## Cell Phone Policy



### Morrow High School Cell Phone Policy Electronic Devices

Cell phones will not be permitted during class time.

Cell phones are to be placed in lockers at the beginning of each school day and retrieved after school **OR** secured with the teacher at the beginning of each class period and returned at the end of the class period.

#### Violation of this policy will result in the following:

- **1st Infraction:** Confiscated and returned at the end of the class period.
- **2nd Infraction:** Confiscated and returned at the end of the school day.
- **3rd Infraction:** Confiscated and returned to parent at the end of the day.
- **4th Infraction:** Confiscated and returned to parent at the end of the week.

#### Refusal to comply with request to turn over cell phone when instructed to do so:

- Administrative referral

**Please support us in our efforts to maintain a distraction-free environment.**



## Dress Code Policy

# DRESS CODE

## ITEMS NOT PERMITTED

**THE FOLLOWING LIST CONTAINS SOME OF THE ITEMS THAT ARE PROHIBITED FROM BEING WORN AT MORROW HIGH SCHOOL.**

- |   |  |
|---|--|
| - Flip-Flops/Slides/House Shoes/Crocs       | - Tank Tops/Sleeveless Shirts  |
| - Bonnets and Hats                          | - Ripped Jeans   |
| - Pajama Tops and Bottoms                   | - Short Skirts 3 or more inches above the Knee   |
| - Biker Shorts                              | - Sagging Pants (a belt should be worn)  |
| - Leggings or Tights                        | - Shirts promoting drugs, alcohol, profanity, racial, ethnic, or sexual discrimination |
| - See Through Shirts                        | - Shirts displaying Offensive Graphic material   |
| - Short Cut Off Shirts Exposing Mid Section |  |

## Make-Up Work / Late Policy

All work is due by the due date for that assignment. All students are provided an opportunity to make up missed assignments, regardless of the reason for the absences. It is the student and parent's responsibility to make arrangements and/or complete all work within three school days of the student's return to school. Students will present the make-up work to the teacher for grading. Grading for the make-up work should be shared with the student within a reasonable period, i.e. 3-5 days. It is the parent and student's responsibility, as appropriate, to initiate the make-up work for missed assignments, tests, and class work. Students must assume responsibility for obtaining the required information and making whatever arrangements are necessary with the teacher. Parents should assist their child with

requests for make-up work and other missed assignments and tests. Please, be aware that late submissions will be DEDUCTED with up to 10 % off for every month in delay.

Students may arrange times with the teacher for making up work for the mutual convenience of student and teacher. Make-up of tests/quizzes should be done before or after school except otherwise arranged by the teacher. Teachers may assign different work or a different test than that which was originally assigned to other students. It is critical that parents remain involved in this process to ensure academic success for the student. Long-term assignments with preset dates are due on the assigned dates, regardless of a student's previous absence.

## **Georgia's Seal of Biliteracy and International Skills Diploma Seal**

ALL Morrow High School students are eligible to attain Georgia's Seal of Biliteracy and the International Skills Diploma Seal. In today's global marketplace, it is important for students to acquire the interdisciplinary skills they need to be globally competent and competitive. It is a signal to employers and higher education institutions that a student is prepared to participate in the global economy. To obtain these seals, students must demonstrate the determined level of proficiency in English, as well as one or more additional languages, be that language a native language, a heritage language, or a language learned in school or another setting. Students must also engage in extracurricular activities and experiences that foster the achievement of global competencies.

**\*\*Some components for Georgia's Seal of Biliteracy may be completed prior to high school for some students (as with dual language immersion programs, English learners, and other populations). For more information visit the Georgia Department of Education Website through the links below:**

-Georgia Seal of Biliteracy: <https://tinyurl.com/5fvfkakp>

-International Skills Diploma Seal: <https://tinyurl.com/mtksuy28>

## **Senior Exit Portfolio**

The CCPS Senior Exit Portfolio is a requirement for all 12th grade students taking the 12th grade British Literature and Composition course. Throughout the senior year, students will collect assignments, performance tasks, writings, assessments, and college/career preparation documents to complete their CCPS senior exit Portfolio. The CCPS Senior Portfolio integrates tasks that require knowledge gained from English, Social Studies, Science, Math, and Career Technical Agricultural Education (CTAE) courses. Teachers are required to facilitate adherence to the periodic due dates to ensure that students meet the final requirement of a portfolio that represents their best work and learning experiences. Teachers will use a digital resource to assist students in the management and maintenance of the portfolio throughout the year. The CCPS Senior Exit Portfolio is comprised of the following: biography, personal goals, college/career package, education philosophy, and independent study. At the end of the school year, students are required to deliver a formal presentation of the portfolio using presentation type software.

## **Parent Teacher Conferences**

Parents can contact the student's grade level counselor to schedule a parent-teacher conference.

A to D: Ms. Essila Jenkins ([essila.jenkins@clayton.k12.ga.us](mailto:essila.jenkins@clayton.k12.ga.us)) E to K: Ms. Karyn Corell ([karyn.corell@clayton.k12.ga.us](mailto:karyn.corell@clayton.k12.ga.us))

L to Q: Mrs. Arianne White ([arianne.white@clayton.k12.ga.us](mailto:arianne.white@clayton.k12.ga.us)) R to Z: Dr. George ([con.george@clayton.k12.ga.us](mailto:con.george@clayton.k12.ga.us))

Graduation/Credit Recovery Counselor: Ms. Robinson ([taylor.robinson@clayton.k12.ga.us](mailto:taylor.robinson@clayton.k12.ga.us))

## **Infinite Campus Access**

Parents can access their student's grades and attendance online via Infinite Campus Parent Portal. Please see the parent liaison, Ms. Pass Brown at extension 503137, or email at [tonya.passbrown@clayton.k12.ga.us](mailto:tonya.passbrown@clayton.k12.ga.us) to obtain their username and password.

## **Grade Reporting**

Progress reports are issued every four and one-half weeks within each nine week grading period. Report cards are issued every eighteen weeks at the high school level. Report card grades will include both letter and numeric grades for all students.

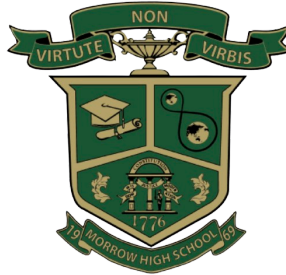
Progress Report Dates:

Semester One: September 11    October 21    November 21    January 8-14

Semester Two: February 18    March 24    May 1    June 5

## **Academic Integrity**

Students are expected to submit work for evaluation that has been completed solely by that student, unless group assignments have been so designated. Academic integrity is expected at all times. If a student is found cheating on a graded assignment, the student will not receive credit for that assignment and will face possible disciplinary action. Cheating and plagiarism are considered very serious academic offenses. Any student who plagiarizes or cheats on an assignment and/or test should be referred to the administrator.



## Student/Parent/Guardian Signature Page

*(By returning this document completed in its entirety you will obtain the first 100 points of the participation. Students will have two weeks from the first grade of class to return the sign contract)*

I have read and understood the course outline for Ms. De Jesus' Spanish class.

I (student name) \_\_\_\_\_ promise to comply with everything that is established in the syllabus and obtain excellent grades while staying focused on learning a second language.

Student's signature: \_\_\_\_\_ Period: \_\_\_\_\_

Parent/Guardian contact (name):

\_\_\_\_\_

Parent/Guardian email address:

\_\_\_\_\_

Parent/Guardian telephone number:

\_\_\_\_\_

Parent/Guardian Signature:

\_\_\_\_\_

Parent Questions or comment:

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