

Dear Parents and Students:

Please read through the attached class requirements and rules and retain them for future reference.
Sign below indicating that you understand and agree with what you have read.

Also attached is the Language Lab requirements and rules which you should also retain. Your signatures below indicate your understanding and agreement with the regulations and use of the lab.

Your signature also indicates that there is no problem with the attached movie selection throughout the year. However, if there are films which are unacceptable due to the rating, please identify them here an alternate assignment will be provided: (if no titles are listed, it is understood that all films are acceptable.

I, _____ (parent's or guardian's full name), give / do not give (circle one) my permission for the following student information about my child, _____ (child's full name) to be sent to me electronically by the staff of Carroll Independent School District:

(check all that apply)

_____ academic progress/grades _____ behavior
_____ medical condition/disability _____ other (please specify below)

I understand that the transmittal of this material may not be available by entirely secure methods and may be capable of observation, interception, or monitoring by others. Further, I understand the District cannot guarantee the records will be received only by the requester at the E-mail address provided. I request the student information about my child to be sent to the following:

(Check your preference)

_____ E-mail address _____
_____ Fax # _____

Please confirm that you have electronically signed the student Acceptable Use Policy (AUP) through the Family Access to authorize student participation to district computers.

_____ We have electronically signed the AUP
_____ Date of electronic signature

I have read and understand the requirements, rules, and grading for Profesora Benedetti's Spanish class and those for the Language Lab.

(Student signature)

(Parent signature)

(Date)

(Date)

SPANISH III REGULAR SYLLABUS

Profesora Benedetti

Lora.Benedetti@southlakecarroll.edu

Room 208

817-949-5853

Tutorials: Mornings-7:30-8:00 am and B day afternoons by appointment

The Spanish III Regular program will provide the students with a thorough review of grammar concepts introduced in the first two levels as well as the introduction of new concepts. The course is designed to promote discussion in the language that encourages application of the grammar concepts and vocabulary that have been learned throughout the program by placing a strong emphasis on basic communicative skills. Reading, writing, listening and speaking will be developed and emphasized. The "La Catrina" video series and novel will be introduced in Spanish III.

GRADES:

Daily (15%) represent grammar work and vocabulary development. This consists of mainly homework assignments which apply the grammar concept reviewed or introduced in class that day or the new vocabulary from the unit. The lowest daily grade will be dropped at the end of each six weeks. The homework is always listed on the white board at the side of the room. The homework assignment from the previous class period as well as the current assignment due the following class period is posted. Students are responsible for checking the chalkboard and writing down their assignments whether they have "heard" the assignment or not. Homework assignments can also be found at <http://www.quia.com/pages/benedetticalendar.html> in the calendar section. The schedule may be subject to change due to unforeseen circumstances.

Quizzes (15%) represent the student's ability to read, listen, and speak in Spanish. Most quiz grades will consist of the student's demonstration of the comprehension of the cultural information gathered through reading, listening and video activities. Students will also be required to participate in class discussions, readings and translating as an oral quiz grade. Over the course of a six week period, students will be expected to discuss, read, and/or translate at least six times to 100% for the oral quiz grade (the number of opportunities may change from six week grading period to another, but the students will be made aware of any changes that are made).

Tests (70%) represent a combination of both grammar and communication. There will typically be **four** test grades per unit or six weeks: **two vocabulary tests** (multiple choice/ matching), **a unit test** of the grammar (multiple choice/matching), and **a movie test** (written/oral) that will have students apply the grammar concepts from the current unit in an oral or written presentation of the cultural material being studied in that particular unit. There will always be bonus opportunities for the vocabulary and unit grammar tests. (Bonus points will be awarded to students who fully complete the review page given prior to each vocab test. The page is to be turned in before taking the test. The amount of bonus points added to the test score will depend on the size of the review sheet and the accuracy with which it is completed. Bonus points for the grammar tests will be awarded to the students that fully complete all of the on-line quizzes associated with the on-line review packets done in class prior to the test. No other form of extra credit is available.) In order to prepare for the unit grammar tests, students will spend at least one class period in the computer lab doing an on-line review. On their own, they will be expected to, again, review their grammar notes taken in class as well as the review packet completed on-line.

Unit 1: Para empezar —1st six weeks

KNOW

- the rules which identify gender of nouns
- the uses and construction of present tense regular verbs
- the construction of the present tense irregular verbs (Para empezar)
- the use and construction of reflexive verbs (Para empezar)
- the application of possessive adjectives (Para empezar)
- indefinite & negative expressions (cap 7)
- question words & forming questions (cap 8)
- the use and construction of gustar and similar verbs (cap 9)
- the use of definite articles (cap 9)
- how to interpret and demonstrate understanding of story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to "mi vida" or "días especiales" (thematic vocabulary from Para empezar) and/or locations (thematic vocabulary from Capítulo 8: A ver si recuerdas) and/or community and nature (thematic vocabulary from Capítulo 9: A ver si recuerdas).

Assessments

Vocab test

Grammar test

Application project

Quizzes from video and reading program

Participation

Daily work for grammar from Practice Workbook, pp 1-6, 91, 105, 120 & worksheets

Resources

La Catrina Video Program, Episodes 1-2

La Catrina Video Workbook, Episodes 1-2

La Catrina: La novela reading program, chapters 1-2

Realidades: Para empezar and Capítulos 7, 8 & 9

Unit 2: Capítulo 1—2nd six weeks

KNOW

- the uses and construction of preterite tense regular verbs
- the uses and construction of preterite tense irregular verbs
- the use and application of outdoor vocabulary
- the uses and construction of imperfect
- the use and application of sports vocabulary
- how to interpret and demonstrate understanding of story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to reading or film related to sports or outdoor theme of chapter

Assessments

Vocab test
Grammar test
Application project
Quizzes from video and reading program
Participation
Daily work for grammar from Practice Workbook, pp 7-20 & worksheets

Resources

La Catrina Video Program, Episodes 3-4
La Catrina Video Workbook, Episodes 3-4
La Catrina: La novela reading program, chapters 3-4
Realidades: Capítulo 1

Unit 3: Capítulo 2—3rd six weeks

KNOW

- the rules for noun-adjective agreement
- how to use comparatives and superlatives
- the difference between preterite and imperfect tenses
- how to express the future using the **IR + a + infinitive** construction
- use past participles as adjectives with **ESTAR**
- the differences between the uses of **SER** and **ESTAR**
- the use and application of fine arts vocabulary
- how to interpret and demonstrate understanding of story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to art (thematic vocabulary)

Assessments

Vocab test
Grammar test
Application project
Quizzes from video and reading program
Participation
Daily work for grammar from Practice Workbook, pp 21-34 & worksheets

Resources

La Catrina Video Program, Episode 5-6
La Catrina Video Workbook, Episode 5-6
La Catrina: La novela reading program, chapter 5-6
Realidades: Capítulo 2

Unit 4: Capítulos 3 y 6—4th six weeks

KNOW

- the uses of direct object pronouns (cap 3)
- the uses of indirect object pronouns (cap 3)
- how to use direct and indirect object pronouns together (cap 6)
- the construction and uses of familiar, negative familiar and formal commands (cap 3)
- the use and application of health, nutrition and fitness vocabulary
- how to interpret and demonstrate understanding of story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to health, nutrition and fitness (thematic vocabulary)

Assessments

Vocab test

Grammar test

Application project

Quizzes from video and reading program

Participation

Daily work for grammar from Practice Workbook, pp 35-48, 87-88 & worksheets

Resources

La Catrina Video Program, Episodes 7-8

La Catrina Video Workbook, Episodes 7-8

La Catrina reading program, chapters 7-8

Realidades: Capítulo 3 & 6

Unit 5: Capítulos 4 y 5—5th six weeks

KNOW

- the uses and differences between **POR** and **PARA** (cap 4)
- the use of possessive pronouns (cap 4)
- the construction and uses of present participles (cap 5)
- the construction and uses of present progressive tense (cap 5)
- the construction and uses of present perfect tense (cap 5)
- the uses of demonstrative adjectives & pronouns (cap 5)
- the use and application of jobs, job skills, volunteer work and the community vocabulary
- how to interpret and demonstrate understanding story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to reading or film related to jobs, job skill & volunteer work

Assessments

Vocab test

Grammar test

Application project

Quizzes from video and reading program

Participation

Daily work for grammar from Practice Workbook, pp 54, 59-60, 63-76 & worksheets

Resources

La Catrina Video Program, Episodes 9-11

La Catrina Video Workbook, Episodes 9-11

La Catrina reading program, chapters 9-11

Realidades: Capítulo 4 & 5

Unit 6: Capítulos 6 y 8—6th six weeks

KNOW

- the construction and uses of the future tense & irregulars (cap 6)
- the construction and uses of the conditional tense & irregulars (cap 8)
- the use and application of professions, technology and the future vocabulary
- how to interpret and demonstrate understanding of story line of the required video program
- how to reproduce pronunciation of second language as demonstrated through reading aloud
- how to ask & answer questions and initiate & respond to simple statements related to the story line of the suggested reading
- how to engage in written or oral exchanges to provide and obtain information related to profession, technology and the future (thematic vocabulary)

Assessments

Vocab test

Grammar test

Application project

Quizzes from video and reading program

Participation

Daily work for grammar from Practice Workbook, pp 77-90, 109-111, & worksheets

Resources

La Catrina Video Program, Episode 12-14

La Catrina Video Workbook, Episode 12-14

La Catrina reading program, chapter 12-14

Realidades: Capítulo 6 & 8

SPANISH III REGULAR CLASS RULES

Profesora Benedetti

Lora.Benedetti@southlakecarroll.edu

Room 208

817-949-5853

Tutorials: Mornings-7:30-8:00 am and B day afternoons by appointment

1. SUPPLIES NEEDED IN CLASS EVERY DAY

A. *Textbook*

B. 1 ½" binder and notebook paper (there will be binder checks each semester)

C. Black or blue ink pen and pencil

D. Five dividers for notebook labeled as follows:

• GRAMÁTICA/• TAREA/• VOCABULARIO/• ACTIVIDADES/ • LA CATRINA

2. SUPPLIES NEEDED AT HOME

A. A good Spanish-English dictionary

3. SUPPLIES TO BE DONATED TO CLASS

A. Bag of individually wrapped candy

B. Package of 10 classic color markers

C. Box of tissues

4. CLASS RULES

A. Follow all rules in the student handbook.

B. Always bring required supplies to each class as they are critical to the learning process.

C. Upon entering the classroom, have your homework stamped, place your homework on the upper left corner of your desk, and begin work on the **"ESPONJA"** (opening activity).

D. **NO PASSES WILL BE ISSUED DURING LECTURES, FILMS, PRESENTATIONS, LAB WORK OR TESTS**--so don't ask.

E. Seating will be assigned and will be rearranged periodically throughout the school year. (Please sit IN your seat--not on the back or on the top.)

F. **YOU** are responsible for making up any work you miss. For every day you have an excused absence, you have that many class days to make up the work. Please come and get missed notes and assignments before or after class or during tutorials. For quizzes and tests, you will need to schedule this **within 1 week** of your absence. After 1 week, a zero will be given for the grade.

G. No late work will be accepted per departmental policy.

H. Cheating and plagiarism of any kind will not be tolerated. A grade of zero will be given, parents or guardians will be contacted, and a **U** in citizenship will be given.

I. Only bottled drinks with screwtops are permitted in the classroom. (NO CANS)

5. MOVIE TEST GRADES

A. Each six weeks, you will be watching a film in Spanish that relates to the theme of the unit and completing a packet that will serve as a test grade.

B. In the event of an absence during the film, you will need to attend one of the two scheduled makeup sessions (one before school and one after) to complete the work.

C. If for any reason you or your parents are uncomfortable with the film selection below due to its rating, please note on the signature sheet and an alternate assignment will be provided for that particular film.

The Maldonado Miracle (PG)

Tortilla Soup (PG-13)

DodgeBall (PG-13)

In Good Company (PG-13)

Finding Neverland (PG)

I, Robot (PG-13)

6. TUTORIAL SCHEDULE

Mornings--7:30-8:00 am and B day afternoons by appointment

7. CONTACT

I find it much easier to keep in contact with parents through e-mail. My e-mail address is:

lora.benedetti@southlakecarroll.edu. Please e-mail me your address so that I can add it to my address book.

TEXTBOOKS

A set of textbooks will be in the classroom for student use during class.

Students will all have on-line access at home to the textbook through phschool.com using an assigned username (block #, seat # and Spanish name all in caps) and the password DRAGONS. If desired, a CD-ROM of the textbook can be checked out to be taken home to load onto a personal computers. The cost to replace a lost or damaged CD-ROM is \$58.13.

ESPONJA (Opening Activity)

Upon entering the class, you will need to begin work on the ESPONJA which will be written on the chalkboard. The activity will either be projected on the overhead screen or stacked as individual papers at the front of the room. YOU are responsible for getting started at the beginning of class. Your participation in the ESPONJA will be a part of your daily grade. The Esponja activities will be collected periodically and graded randomly to assure participation.

BONUS

Bonus points will be awarded to students who **fully** complete the review packets given prior to each vocab and chapter test. The packets are to be turned in before taking the test. The amount of bonus points added to the test score will depend on the size of the review packet and the accuracy with which it is completed. If the packet is not fully completed, it will not be assessed. No other form of extra credit is available.

HOMEWORK

The homework is always listed on the chalkboard at the front of the room. The homework assignment from the previous class period as well as the current assignment due the following class period is posted. Students are responsible for checking the chalkboard and writing down their assignments whether they have "heard" the assignment or not. Homework assignments can also be found at <http://www.quia.com/pages/benedetticalendar.html> in the calendar section. The schedule may be subject to change due to unforeseen circumstances.

WORLD LANGUAGES LABORATORY RULES

Dear Parents and Students:

Carroll Senior High School is extremely fortunate to have a state-of-the-art digital laboratory. Foreign language students will have the opportunity to play, record, review, monitor, pair practice, view visuals, produce original material, receive instant monitoring and evaluation, and experience immediate feedback and analysis of their mastery of material. Time controlled activities will enable students to improve the speed and natural flow of communicative skills.

Along with this wonderful opportunity is coupled the responsibility for maintaining this facility. Parents are asked to review the following rules and responsibilities with their student and to sign indicating that both parents and students are aware of the expectations for laboratory procedures.

ASSIGNED SEATING

Students must adhere to seating placement because:

1. attendance is monitored electronically.
2. scoring is recorded electronically according to seat number.
3. station is checked after each period for condition of station.

RULES

1. No food or drinks are permitted in the laboratory.
2. A pencil is to be used for work.
3. The student is to report any damage or marks at their station immediately upon arrival.
4. Students are not to pull, twist or stretch the cord of the headset.
5. Only materials needed for exercises should be on the desktop.
6. Students should only use the headset at their station.
7. Students are not to write on or in any way deface the station.
8. Students will access internet only when instructed to do so and will go to **ONLY** the assigned sites (QUIA, Phschool, and Studyspanish.com). When an unauthorized site is visited, students will receive a zero for the assignment(s) for that day.
9. Students are **NOT** allowed to download or play any games. Again, students will receive a zero for the assignment(s) for that day if games are being played.
10. The settings on the computers should **NOT** be changed in any way.
11. Return headsets to the right side, pick up all papers, and push chairs in prior to leaving the room.

We are certain that the students will be enthusiastic and considerate of the laboratory. We look forward to using this new technology without problems.

Thank you!
World Languages Teachers

WHAT NOT TO WEAR

