

## Spanish III

Mei-Li Garcia Beane

### Syllabus for 2022-23 School Year

#### **Teacher Information:**

School email: [mbeane@pcsvirginia.org](mailto:mbeane@pcsvirginia.org) (Email is the best way to contact me. Please allow 24 hours for a response.)

School phone: 757-565-2900. Ext. 312

Location: Building 7000

#### **Course Purpose:**

The Spanish III curriculum at PCS is designed to review, expand and put into practice the vocabulary, grammar and syntax they learned in the Spanish I and II using memorization, analysis, writing, reading, translation and dialogue exercises. Students will be expected to review vocabulary and verbs on their own at home on a daily basis. Mastery will be assessed according to daily participation in class activities, homework assignments, weekly quizzes and quarterly tests. Whenever possible, translation exercises will relate to the persons, periods and historical events being studied in History class during the eleventh grade and other topics relevant to the vocabulary and grammar being studied.

#### **Topics of Study:**

Students will review all the basic grammatical concepts and vocabulary studied during the previous two years, articles, nouns, adjectives, object pronouns, regular verbs, tilde, irregular verbs, asking and answering questions... New verb tenses such as the imperative and subjunctive will be introduced and students will spend more time engaging in activities involving conversation and reading comprehension. Since the only way to learn a language is through memorization of vocabulary, new vocabulary will be introduced weekly along with biblical and literary quotes for memorization.

#### **Supplies Needed:**

Three ring binder and lined paper

Pens and pencils

Pack of Ultra fine markers, any color or assorted

**Grading:** Students will be assessed according to their class participation, average of the weekly quizzes and a quarterly test.

In Class Behavior. 10%

Participation 25%

Quarterly Test. 25%

Weekly Quizzes 40%

#### **Absences:**

As the student handbook states:

All absences are disruptive to the educational process and every effort should be made to attend school regularly. Dated notes stating the specific reason for the absence and signed by a parent or guardian will be required on the first day of return to school.

If the number of absences (excused or unexcused) exceeds 15% of the number of days in the quarter, the Head of School will schedule a meeting with the student's parents to determine whether the student will receive credit for the quarter.

Including, but not limited to illness, family emergencies, and deaths in the family will be considered excused absences. Family trips which cannot be taken at any other time and which are approved by the Head of School (Extended Leave Form) at least one week in advance will be considered excused absences. Any other absences will be considered unexcused. When extended absences are voluntary, teachers should be notified **at least one week beforehand and all schoolwork (including tests, quizzes, papers, projects, etc.) should be completed within the time specified by the teacher.** For work not completed by the teacher's designated time, a grade of zero will be entered in the grade book. Teachers may provide students with work in advance of an absence but are not required to do so. In general, we recommend that families coordinate travel schedules with the school calendar to avoid voluntary extended absences.

**Other information:** Students are expected to live up to the standards set forth in the student handbook and to follow the PCS Honor Code. Class attendance is important, and students should make every effort to arrive in class on time. Repeated tardiness is disruptive and will affect the participation grade. Students are expected to address the teacher and their peers respectfully and keep their comments to the topics being covered. Repeated interruptions, blurting out, and generally disruptive behavior will not be tolerated and will affect the behavior and participation grades.

### Spanish III

**By signing this, I am verifying that I have read the syllabus, understand the contents, and agree to abide by the syllabus, or to support my student in abiding by the syllabus.**

Please sign and return this form.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

Student email address (please print clearly): \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian email: \_\_\_\_\_

Parent/Guardian phone: \_\_\_\_\_

Preferred method of communication (circle one):      phone              email

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

Notes: