Dear Parents/Guardians,

I am looking forward to working with you and your Spanish III student this year! Honors Spanish III is an exciting class, full of grammatical structures and vocabulary that will help your child become a more advanced Spanish learner. At the end of Spanish III, your child will be able to communicate in the present, past, future tenses as well as the subjunctive! This, however, is a rather daunting task that will require dedication and great practice—both of which I expect from an honors student. It must be included that because this is level III, your student should *already have a solid foundation* in the language with Spanish I and II (preferably a *C+* or higher in prior levels). We will spend the first few weeks reviewing and studying the major concepts from I and II. If your student realizes that he/she is already “behind” the class and/or struggling, I must be contacted. I will use my best professional judgment in deciding how to help your student. Please understand, however, that if your student is struggling in the first few weeks of class, it will become increasingly difficult as we learn new material.

I ask for your cooperation from the very beginning so that your child can find success in Spanish class. Below I have listed general information about the course as well as helpful tips. Please review this information carefully, and contact me with any questions or concerns. I also ask that you review the student syllabus (use of cell phones in class) and student information sheet. Please fill in your contact information and the Parent Information Sheet. Thank you for your cooperation in making this a wonderful semester.

**Course Overview**

Spanish III is an honors class with a rigorous curriculum as students begin to make true connections and substantial gains with the language. Bearing this in mind, in-class instruction and activities will be tailored to develop the four language skills of listening, speaking, reading, and writing. Students are expected to spend time outside of class honing these skills. In addition to written assignments that will reinforce grammar structures, students should spend at least 30 minutes a night *reviewing* vocabulary and *using* their Spanish. Vocabulary can be practiced through flashcards, trifolds or the online website [www.quizlet.com](http://www.quizlet.com). This is a wonderful opportunity for *you* to become involved in your student’s Spanish career; quiz him/her to spell the vocabulary words; ask him/her to share what is going on in class. As the semester progresses your child will be able to tell you all about:

*Vocabulary topics:* daily life, outdoor activities, sports, art, music, body and health, relationships, careers and jobs

*Grammar topics:* review and extension of present and past tense, agreement and comparative adjectives, direct and indirect object pronouns, the subjunctive, uses of *por* and *para,* the present perfect tense, the future tense, and the conditional tense

**Grading Policy**

The final grade will be calculated as follows:

1st quarter: 40% 2nd quarter: 40% Exam: 20%

The quarter grade will be calculated as follows:

Tests/Projects 40% Classwork 25%

Quizzes 30% Homework 5%

Tests and projects will always be announced in class. Study guides will be available for students. Quizzes will typically be announced, but I reserve the right to give “pop” quizzes if I see fit. Quizzes will assess grammar structures and vocabulary, with announced grammar quizzes counting double. Classwork will vary depending on the unit. It may include vocabulary-building activities, short “mini-lessons” on concepts, art-related projects, or cultural explorations. Regular assignments will include a *cuadrícula* of vocabulary activities that must be turned in before each test, which will count as two classwork grades. A homework grade will be given periodically throughout the semester. If a student is absent, it is his/her responsibility to complete the missing homework assignment and show it to me to receive credit on the homework calendar. This procedure will be explained in more detail in class. I may also collect assignments at my discretion to check accuracy.

Grades will be sent out through interims every three weeks. Please sign the interim and promptly return it to me. You can also access grades through your child’s Powerschool account. I do my best to keep it updated biweekly, but please don’t hesitate email me with questions.

\**In regards to makeup work*, the Spanish Department follows Wake County policy, which states:

for absences of one (1) to three (3) days, the student will have one day for each day absent. For absences exceeding three (3) days, the student may have two (2) days for each day absent to make up work.  Special consideration should be given in the case of extended absences due to injury or chronic illness. It is my expectation that if a quiz/test has been announced and a student is present for instruction, he/she will take the assessment with the class—meaning if they miss the day before a test or a quiz, they will still take it.

*\*In regards to late work****,*** the Spanish Department allows work to be turned in up to five school days after the due date for partial credit. After the five day period, no credit will be given. This does not apply to homework, since we discuss the answers in class.

**Extra Help**

Typically, I set aside time on Wednesdays from 2:30-3:30pm for tutoring and reinforcement. Please have your child let me know in advance if he/she plans to attend as well as remind me on the day of tutoring.

Once again, I am looking forward to working with you and your child. Please join me in making this a fun and successful semester.

Muchísimas gracias,

“Profe” Julia Mathews

Spanish I-III Teacher

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