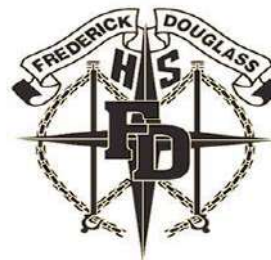


FALL 2019 COURSE SYLLABUS

Spanish I

NAME _____



Teacher: Ithica Walker

Room Number: 343

Textbook: Duolingo-based curriculum

Google Classroom Codes:

1st: ig3w00i // 2nd: ne3r6k // 4th Per: 8dx5rc

Phone Number: 404-802-3100

Email: itwalker@atlanta.k12.ga.us
senorawalkerspanish@gmail.com

Tutorial Days: Wed. ****Subject to change****

Tutorial Hours: 3:30pm – 4:30pm

Course Description: The purpose of the Atlanta Public Schools World Language curriculum is to move our students towards second language proficiency. All courses are aligned to Georgia Performance Standards for Modern Languages (GPS) which are based on Standards for Foreign Language Learning in the 21st Century and the American Council on the Teaching of Foreign Language (ACTFL) Performance Guidelines for K-12 Learners. The goals of the World Language curriculum are:

- to equip students with the skills that will enable them to function in a language other than their own;
- to develop communication skills that allow students to compete effectively in the global community;
- to develop listening, speaking, reading, writing and cultural competence skills in the target and native languages;
- to use technology and other non-print sources to absorb information; and
- to increase awareness of students' own culture and appreciate the culture(s) of others.

For these reasons Spanish listening, reading, speaking and writing **in the Spanish language will be the predominant focus** for classroom time. It is with sincere hope that students will walk out of Spanish with more than just an earned credit, but also with an insight into the cultures around us, working knowledge of how to communicate in Spanish, and a drive to continue their journey in acquiring a second language.

Course Content Standards:

MLI.IP – The students exchange simple spoken and written information in the target language, utilizing cultural references where appropriate.

MLI.IP2 – The students demonstrate skills necessary to sustain brief oral and written exchanges in the target language.

MLI.INT1 – The students demonstrate understanding of simple spoken and written language presented through a variety of media in the target language and based on topics such as self, family, school, etc.

MLI.INT2 – The students interpret verbal and non-verbal cues to understand simple spoken and written messages in the target language.

MLI.P1 – The students present information orally and in writing that contains a variety of vocabulary, phrases, and patterns.

MLI.P2 – The students present brief, rehearsed material in the target language, such as dialogues, skits, poetry, and songs.

MLI.CU1 – The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

MLI.CCC1 – The students use information acquired in the study of the target language and information acquired in other subject areas to reinforce one another.

MLI.CCC2 – The students demonstrate an understanding of the significance of culture through comparisons between the culture(s) studied and the students' own culture.

MLI.CCC3 – The students compare basic elements of the target language to the English language.

MLI.CCC4 – The students demonstrate an awareness of current events in the target culture(s).

MLI.CCC5 – The students identify situations and resources in which target language skills and cultural knowledge may be applied beyond the classroom

setting, for recreational, educational, and occupational purposes.

Course Outline: At the conclusion of December 2019 you will have been exposed to the following topics, with the expectation of being able to communicate via the four domains of language acquisition: listening, reading, speaking and writing.

•	Basic Spanish: Greetings different people, recounting numbers
•	Identifying the date and larger numbers
•	Describing oneself, using ser (to be → I am, You are, etc.) + various adjectives
•	Describing self and others: using gustar (to like → I like, you like, etc.) + verbs
•	Describing afterschool activities
•	Describing school activities; one’s favorite class
•	Expressing feelings
•	School schedules, telling time

•	Food, meals, asking questions
•	Food, meals, asking questions, cont.
•	In the restaurant
•	Describing family members
•	Describing family members + descriptive vocabulary
•	Going shopping
•	Going shopping, visiting places around the city
•	Comparatives; possessive adjectives

****We will continue to reference the Can-Do Statements to help us reach the above goals****

Evaluation and Grading:

- All work will be divided into three categories with the following percentages:
 - Daily Grades—80%
 - Coursework—such as Duolingo, small quizzes and assessments, bellringers, FlipGrid assignments, Kahoot, translations, etc. – will be placed under the Daily Grades category, with points as the value of the grade in place of percentages.
 - Standard 10 pt. grades: classwork, Duolingo assignments, participation grades (students speaking in target language for specific topics)
 - Standard 12-15 pt. grades: quizzes, complex paragraph reading, understanding, and/or interpretation. Longer Duolingo assignments will also be placed here.
 - Standard 25-30 pt. grades: assessments (including tests, small projects, written/listening/speaking assessments)
 - Standard 40-60 pt. grades: Unit assessments (end of unit test/project/speaking or writing task)
 - Final Exam—15%
 - Final exams are task-based assessments to see what you can listen to, read, and respond via oral or written response. In depth cultural investigations are also expected. No paper, grammar-based tests are performed for final exams.
 - Homework—5%
 - Short take-home translations, steps leading to a major assessment, etc.

MATERIALS

- **3-ring binder** – May be a hardback binder, or the floppy kind. Please keep in mind the floppy notebooks tend to tear easily. The notebook will be a very important component of this class. It is imperative all students keep one.
- **Consistent access to technology/internet:** Atlanta Public Schools is moving towards a digital environment. As such, students will be expected to have consistent technology and internet access. More information regarding types of assignments and assessments via technology will be provided.

Students will be held accountable for their notebooks. If a student has lost his/her notebook, the expectation is students will take immediate measures to obtain a new notebook and fill it in with the course notes.

SUPPLEMENTARY MATERIALS

- **Google Classroom:** Internet-based classroom communication continuum. Using the internet, students may access Google Classroom either on a smartphone or traditional computer in order to turn in assignments, ask questions, access additional study materials, etc.
- **YouTube:** More information regarding YouTube for educational purposes will be given to students as the school year progresses. Plan to have a consistent means of internet access so that pre-lessons may be done at home, in preparation for the next class period's practice in the target language.
- **Duolingo:** The Duolingo app is a cornerstone for this class. Not only is the FDHS Spanish curriculum centered on Duolingo, but critical learning is obtained via the app.
- **Word Reference:** For **word-to-word** translations, visit www.wordreference.com. This site is run by people proficient in both English and Spanish, and is an excellent alternative to search engines such as "Google Translator". **WARNING: GOOGLE TRANSLATOR IS NOT YOUR FRIEND.**

Academic Integrity Academic dishonesty is the failure to maintain academic integrity. Academic dishonesty includes but is not limited to: cheating (using or attempting to use unauthorized materials, information, or study aids in any academic exercise); fabrication (falsification or invention of any information or citation in an academic exercise); bribery offered for grades, transcripts, or diplomas; obtaining or giving aid on an examination; having unauthorized prior knowledge of an examination; doing work for another student/presenting another student's work as one's own; and plagiarism.

CLASSROOM POLICIES AND PROCEDURES

Class rules are observed in the 4Bs:

- **Be Prompt!** Please be in your seats and doing the bell ringer before the late bell.
- **Be Prepared!** Bring all class materials daily.
- **Be Productive!** You are expected to do your finest work at all times.
- **Be Polite!** Respect your classmates! Respect the teacher! Respect yourself!

Food/Drink/Gum

Bottled drinks and gum are allowed in class. Food is allowed, but PLEASE, throw away your trash! This is a privilege, not a right, and can be taken away if the class does not handle this privilege responsibly.

Cell phones and other electronic devices

Unless specifically instructed by the teacher, and only for the purposes of language learning, the use of cell phones and other electronic devices are **ABSOLUTELY NOT PERMITTED** in class. If any electronic devices are found to be on a student, he/she will be held accountable to the consequences upheld here at Frederick Douglass High School.

Class Procedures

1. **When the teacher is talking, LISTEN.**
2. Everyone is expected to be seated and working on the warm-up when the bell rings.
3. All students will be required to keep a notebook. More specific information can be found on the “Notebook Guidelines” handout, which will be given out the first weeks of school.
4. When changing from one activity to another, students must do so quickly and quietly. Often, instructions will be given in Spanish. During the first weeks of school, students will be given a list of the classroom commands I will be using. Since all students have the commands, students will be expected to understand them and should **not** expect me to repeat the commands in English.
5. A few seconds before the bell rings each day, students will be given time to pack their books. Also during this time, students must collect the trash from around their desks and place it in the trash can when they are exiting the classroom. No one should begin packing up before this time.

Tutoring

Students, come to tutoring!! In addition to studying at home, coming to tutoring will enable you to meet with me one-on-one to discuss any questions or concerns you have concerning the material presented in class.

Makeup Policy

Students are expected to make up work missed while they were absent. When an absence occurs, it is the student’s responsibility to retrieve and/or complete any assignment(s) from the teacher’s Google Classroom drive. Students will be given full credit for work done that satisfies the conditions of the district policy for make-up work. Make-up work must be requested for, as well as completed, before or after school, **NOT** during valuable class time.

Conference Information:

Parent-teacher conferences take place each Wednesday after school from 3:30 – 4:30pm. If desired, I may meet with parents during my planning period (3rd period). Please make sure to call and schedule an appointment for in-school parent-teacher meetings.

Substitute Work

Students, please DO NOT turn in assignments given to you during my absence. Work I assign to the class in the event of my absence should be KEPT until my return to class. This is to avoid any possible misplacing of students work, rendering hard work lost or stolen.

Re-do Policy/ZAP DAYS

Students will have the opportunity to retake oral and listening assessments after school. Any speaking or writing assessments may either be taken after school or supplemented with additional work, at the teacher’s discretion. **ZAP DAYS** are very important here at Frederick Douglass High School. These days are dedicated to ensuring ALL students are given the opportunity to make up assignments during class time. Please make sure to be present during these days, as class time is dedicated solely to make up work. Students will be held accountable for turning in late or missing work **within each grading period**. To ensure all student work is accounted for, make sure all assessments, projects, classwork, homework and bellringers are completed **before the grading period ends (EVERY 9 WEEKS)**. **At the end of each posting period, students no longer have the option to redo original assignments.**

QUESTIONS

The only stupid question is the one that is not asked. I absolutely DO NOT believe in dumb questions. What I do believe in is helping you understand the Spanish language as much as possible. If you have an inquiry concerning the material being presented, please do not hesitate to ask me about it and I will be happy to help. Parents, by completing this information, you have certified the syllabus has been read, understood and discussed with the student. Please have the student return this along with one parent’s/guardian’s signature (see below) along with the student’s signature.

STUDENT NAME (PLEASE PRINT): _____

Parent/Guardian: Name (Please Circle) Mr. Mrs. Ms. _____

Email: _____

Primary Phone _____ - _____ - _____ (cell/home ← please circle appropriate one)

Secondary Phone _____ - _____ - _____ (cell/home ← please circle appropriate one)

Parent/Guardian: Name (Please Circle) Mr. Mrs. Ms. _____

Email: _____

Primary Phone _____ - _____ - _____ (cell/home ← please circle appropriate one)

Secondary Phone _____ - _____ - _____ (cell/home ← please circle appropriate one)

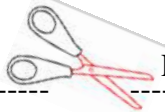
Thank you, and I look forward to a rewarding school year, following in the **tradition and spirit of excellence!!!**

Student

Date

Parent

Date



Please cut along perforated lines and keep lower portion for your records -----

Contact me! It's as easy as...1, 2, 3!!!



senorawalkerspanish@gmail.com



@senorawalkeratl



@senorawalkeratl