



Spanish I CP 2011-2012

Classroom # D154
School Telephone: 355-7900

Contact Information:

Ms. Adrienne Johnston

Email: ajohnston@greenville.k12.sc.us

Telephone: 355-7977

Availability: 10:29-11:19 Please call or email to set up an appointment to meet.

Required Text: ¡Avancemos! Published by McDougall Litell, 2007.

Course Description: This course begins to develop the skills of understanding, speaking, reading and writing Spanish. Students will learn to pronounce and use the basic sounds and intonation patterns of the language. They will master a limited set of structural and lexical objectives to be used in common daily conversational situations. They will also gain a basic knowledge of contemporary Spanish culture as they participate in language activities to develop competence. Reading will be limited primarily to short passages of materials covered orally and texts on culture or direct reading in Spanish. Students in this course will be required to complete additional and more challenging performance assessment tasks for each unit of study. This course is for high school credit.

Goals: My mission is to motivate the students to become life-long, enthusiastic learners of a foreign language. I will encourage them to become proficient readers, writer and communicators of the target language. Specific goals for my students include instilling an ability to communicate in a language other than English, gain and understanding of other cultures, develop insight into the nature of language and culture and participate in multilingual communities at home and around the world.

Units: Note: Units are tentative and subject to change, especially in terms of duration.

Introductory Unit: Survival in the Modern Language Class (10 hours)

Unit 1: My Friends and I (30 hours)

Unit 2: My School Life (30 hours)

Unit 3: My Free Time (30 hours)

Unit 4: My Community (30 hours)

Required Materials: Students must have the following on a daily basis

- 1 3-subject spiral bound notebook to be used for this course only
- 1 pocket folder with brads, preferably the same color as the notebook for organizational purposes

Instructional Approach: Active participation is essential in this course. Students will learn Spanish through a variety of formats including, but not limited to, storytelling, graphic organizers, information gap activities, cooperative learning activities, discussions, listening activities and project-based learning. All lessons will directly correlate to the South Carolina Modern Language Curriculum standards.

Assessment: Students will be assessed both based on class work, notebook checks, vocabulary quizzes, homework, quizzes, projects and tests, which will be graded mostly using rubrics.

Grades: The following is the breakdown of grades for High School Spanish:

	Weighting	Minimum Assessments/Grading Quarter
Major Assessments	60%	3
Interpretive Tasks	20%	
Interpersonal Tasks	20%	
Presentational Tasks	20%	
Minor Assessments	40%	12
Interpretive Tasks	10%	
Interpersonal Tasks	20%	
Presentational Tasks	10%	

Standards for Foreign Language Learning

Communication: *Communicate in Languages other than English*

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures: *Gain Knowledge and Understanding of Other Cultures*

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied.

Standard 2.2 Students demonstrate an understanding of the relationship between the products and the perspectives of the culture studied.

Connections: *Connect with Other Disciplines and Acquire Information*

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons: *Develop Insight into the Nature of Language and Culture*

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons between the language studied and their own.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons between the culture studied and their own.

Homework Policy: Students are expected to have homework completed when they walk into class, which will be checked towards the beginning of each class period. Students found completing homework already due during instructional time will receive a zero for the assignment.

Makeup/Missed Work Policy: Students are permitted to turn in late work if they are not finished, but 10 percent will be taken off for each day the work is late. If students do late work during the class period, they will receive no credit.

Students with excused absences, in accordance with district policy, must make up work at the earliest time policy and will be given up to five days to do so. It is the responsibility of the student to arrange a time to make up the work at the teacher's convenience.

Students must get a pass in their agenda to come before or after school. To enter the school early, students must have a pass in their agenda signed by the teacher, so please ask for a pass if necessary.

Honor Code: Students will be expected to obey the school honor code and plagiarism policies. Parents and administrators will be informed of violations of these policies. Note: Using online and any form of language translator are considered plagiarism and will result in a grade of zero. While I encourage the involvement of family members, any work that is clearly not the student's will also be considered a violation of plagiarism policies. All work will be at a level students should be able to complete on their own or with little outside assistance.

Classroom Expectations: Students are expected to adhere to both the District and Riverside Middle School Standards for Student Conduct. Consequences for violating policies will follow the Five-Step Discipline Plan:

1. Verbal warning
2. Parent contact
3. Teacher consequence (lunch detention or after-school detention)
4. Parent meeting
5. Administrator referral