**Introduction**

It is my pleasure to welcome you to the Independence High School family. I am very excited to be a part of this wonderful school and to be able to help your child gain a broader worldview through the teaching of Spanish. I look forward to making a difference in your child’s life and to working with you to ensure that your child will have a rewarding and enjoyable year.

**Course Description**

Students enrolled in this course will continue the development of language skills gained in previous Spanish courses. Culture is integrated as an on-going part of language study. Classes will be conducted primarily in the Spanish. Students will be expected to use Spanish in controlled situations in order to reinforce learned vocabulary and build the basic communicative skills. Students will be expected to understand and follow simple commands in Spanish, from the beginning of the course.

**Class Materials**

3-ring binder for this class Loose leaf notebook paper   5 Notebook Dividers    Index Cards

**The Curriculum**

According to the North Carolina Department of Public Instruction:

The most efficient way to measure world language proficiency is to use a proficiency scale. The American Council on the Teaching of Foreign Languages (ACTFL) has established a national proficiency scale which currently has 10 levels of proficiency:

*1.Novice Low (NL) 2.Novice Mid (NM) 3.Novice High (NH) 4.Intermediate Low (IL) 5.Intermediate Mid (IM) 6.Intermediate High (IH) 7.Advanced Low (AL) 8.Advanced Mid (AM) 9.Advanced High (AH) 10.Superior (S)*

In the ACTFL K-12 Performance and Proficiency Guidelines, each proficiency level has a description of what students can do with the language at each level and with each skill. Skills progress at different levels, due to a number of factors, like student motivation, continuity and quality of instruction; informal exposure to the language through travel abroad; accessing online resources for individual practice; etc.

In order to account for these variations, as well as to embed multiple entry points, it was decided that the World Language Essential Standards would be organized by proficiency level, rather than grade level. For each program, exit proficiency outcomes have been determined that will show what a student should know and be able to do when they hear, speak, read, or write the language.

***Language Skills & the Essential Standards Framework***

The intent of the World Language Essential Standards, along with the American Council for the Teaching of Foreign Language (ACTFL)’s Standards for Foreign Language Learning in the 21st Century, is that a comprehensive set of language skills will be developed and used for effective communication. These skills are known nationally as the 5 C’s or Communication, Culture, Connections, Comparisons, and Communities.

Within the World Language Essential Standards, Communication has been delineated into the three modes of Communication (Interpersonal, Interpretive, Presentational) and, with Culture, comprise the four Essential Standards for World Languages. The other three national standards are encompassed in the strands:

* Connections to Language & Literacy (CLL)
* Connections to Other Disciplines (COD)
* Communities (CMT)

Here is a brief summary of each skill or Essential Standard:

1.Use the language to engage in interpersonal communication. (Interpersonal Communication: Person-to-Person Communication) Interpersonal skills are used in informal, one-on-one or small group conversations. Students can ask for clarification when needed and negotiate with each other during the conversation. Most interpersonal communication involves everyday topics, like greetings, instructions, directions, current events, class discussions, news about family and friends, social events, requests for information, academic discourse, and so on.

2. Understand words and concepts presented in the language.(Interpretive Communication: Listening and Reading)

Interpretive skills involve receiving information in a situation where meaning cannot be negotiated. Students hear or see the message and respond based on their interpretation. These messages could be about any topic and come from a wide variety of sources and media: textbooks, newspapers, signs, websites, news broadcasts, television and radio programs, lectures, presentations-live and recorded, etc.

3. Use the language to present information to an audience. (Presentational Communication: Speaking and Writing)

Presentational skills involve preparing information to be shared with an audience, either through speaking or writing. Students have time to draft, revise, and practice presentations that show their use of language. These presentations vary from somewhat informal, such as a quick report to the class on an article, to quite formal, which might be a culminating project involving a multimedia display with a speech.

4. Compare the students’ culture and the target culture: Culture, Learning about culture means building an understanding of the practices, perspectives and products of a society. The practices involve patterns of social interactions, such as how people are greeted or how respect is shown. Perspectives are the values, beliefs, ideas, and attitudes that are an integral part of life. Products are the books, foods, laws, music, games, etc., that are created and used within the society.

Here is a brief summary of each of the three strands:

*Connections to Language & Literacy - CLL (Comparisons)*

The world language being studied, referred to as the target language, helps students develop a greater understanding and insight into the nature of language and culture, including their native or first language. These comparisons, along with the three communication modes, blend together to focus students on language and literacy.

*Connections to Other Disciplines- COD (Connections)*

Studying a world language involves making connections with other academic disciplines, formally and informally. Within the communication skills, the language arts of reading, writing, speaking, and listening are utilized. As students learn about numbers and currency, mathematics and economics are included. All of social studies is part of culture, as are the arts, health, physical education, and science. Career and technical skills in these areas are also drawn on, and technology is woven throughout world languages as a resource for materials and a means of expression and presentation.

*Communities – CMT (Communities)*

Students preparing for success in the 21st Century need to access knowledge and information from other communities, and use that information to function well with people from diverse background

***Technology*** is an essential component of this course, since it provides us with an instant view of communities in the U.S. and other countries. There will be internet searches. Students will be encouraged to use computers and other technological devices at school and at home for educational purposes to enhance their assignments and to expand their study skills.

***Course Content***

**Unit 1: It’s My Life! (August-September)**

Proficiency Target: Novice Mid

* Chores
* The home
* Work and professions
* Community service
* Technology
* Leisure activities

**Essential Structures:**

Verbs used to express responsibility + infinitives

Verbs used to express preferences and opinions

**Unit 2: Eating in a Restaurant (September-October)**

Proficiency Target: Novice Mid

* Food
* Restaurant vocabulary
* Nutrition

**Essential Structures:**

“**to be able to**” (present tense)-all forms

**Preterite** (such as order, eat, drink, buy, pay, go, take)- all forms

**Direct Object Pronouns**

**Unit 3: Taking Care of Myself (October-November)**

Proficiency Target: Novice Mid

* Daily routine
* Parts of the body
* Illness and injury
* Nutrition and healthy living

**Essential Structures:**

**Reflexive verbs** in present tense in all forms and **familiar commands** (affirmative and negative)

-Use of definite article w/ body parts

-Grammar Pop-up – point out that injury verbs are in the past tense

**Unit 4: Oh, the Places You’ll Go (November-January)**

Proficiency Target: Novice High

* Preparing for a trip
* Weather
* Transporation
* Tourism and lodging
* Making purchases
* Describing a medical emergency
* Saying how people feel
* Geography terms
* Phone converation
* Making plans

**Essential Structures:**

Present tense and preterit (all forms)

To see To order

To take To visit

To get sick To travel

To cost To pay

To lose / To get lost

**Grammar Overview:**

1. Verbs: forms & usage
2. Indicative

a. Present

b.Preterite

c. Imperfect

d. Progressive tenses

e. Stem-Changing

f. Reflexives

g. Future

1. Subjunctive Mood : forms & usage

a.Commands

b. Present subjunctive

1. Demonstrative adjectives, pronouns & adverbs
2. Possessive Adjectives & pronouns
3. Object pronouns
4. Prepositions
5. Question words
6. Prepositions
7. Ser & estar

**Assessment / Course Grading Plan**

**GRADING BREAKDOWN**: Formal Assessments (may include Tests, Projects, Quizzes) = 70%

Informal Assessments (may include Homework/Class work, Participation) = 30%

***Projects and Major Assessments*** will be assigned to assess cumulative, comprehensive learning. Many of these assessments include interpersonal, interpretive and presentational tasks. When appropriate these assessments will be graded on a rubric that will be given/explained to the student when the assignment is given

***Quizzes*** will be given to assess interim learning**.**

***Homework*** is an important aspect of our learning experience. Homework will be assigned on a regular basis. Assignments will include but are not limited to preparing for oral presentations, grammar exercises, studying of vocabulary terms, reading, writing short paragraphs and researching cultural information.

***Class Rules and Expectations for Managing Student Behavior***

**Entering and leaving class:** Be on time! Check the board for the day’s required materials and start the warm-up. Remain seated and quiet during all announcements. Stay seated until bell rings.

**Expectations*:* 1**. Bring necessary materials to class. **2**. Act respectfully to all people and objects in our classroom.

**3**. Allow others the opportunity to learn.  **4.** Be food, drink, and gum free. **5.** Perform necessary personal

grooming elsewhere.

**Consequences: 1.** Warning **2.** Warning Referral **3.** Parent Contact **4.** Office Referral

**Rewards: 1**. Personal satisfaction **2.** Dulce (candy) **3.** Positive Calls/Emails to parents **4.** Student Recognition

***Interventions and Opportunity for Extra Help***

**Tutoring** is available Tuesdays and Thursdays from 2:30-3:00.

**Make-up work** is your responsibility, not mine. If you don’t initiate the opportunity to make-up work, a zero for the missed work will be posted. Tests, quizzes and presentations must be made up within five days of the absence. Homework is due the day you return. **Late homework / assignments** will receive a deduction in points but will be accepted if completed within the time parameters given.If assignment is turned in within 2 days of its due date you can earn up to a 70. After 2 days you can earn up to a 50.

**Internet support:** I will be sharing online resources with the students once we get started. We will use [www.edmodo.com](http://www.edmodo.com) as our class website.

**Retakes*:*** Any student who would like to improve a formal assessment may make retake the quiz / test to improve their grade. The student must attend *mandatory tutoring* **and**retake the assessment within five days of it being returned.

**Best tip for students:** KEEP UP WITH EVERYTHING, LITTLE BY LITTLE, EVERY DAY! Maintaining an organized notebook will help.

I hope each of you will enjoy learning Spanish this year. I believe that each of you has the ability to succeed in this class. This year promises much Spanish learning as you all begin your language study.

-------------------------------------------------------------------------------------------------------------------------------------------- Parents/Guardians! I look forward to working with you and your child this school year. Please supply the following information so that I may effectively stay in touch with you! Please never hesitate to call or e-mail! ☺

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Work #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I have read the syllabus and understand all rules and expectations. A parent/guardian has provided the above information and acknowledges understanding the class information.**

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_