

Course Description

Students will develop the ability to communicate about themselves and their environment using complete sentences with some detail and common language structures. This communication is evidenced in all four language skills - listening, speaking, reading and writing - with emphasis on the ability to communicate orally and in writing. Students make connections in Spanish, compare Spanish with the English language, examine communities, and understand the cultures of Spanish-speaking countries. Students begin to explore and study topics within the themes: Who am I?, My Home, My School and My Daily life.

Instruction in KCS World Language courses are governed by the Tennessee State World Language Standards and aligned to the ACTFL World-Readiness Standards. TN State Standards can be accessed at: <https://www.tn.gov/education/instruction/academic-standards/world-language-standards.html>

More information about ACTFL World-Readiness Standards can be found at:

<https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

Goals

- **Communicate in Spanish**
Students function in a variety of practical settings using listening, speaking, reading, and writing skills as well as knowledge of the target culture(s).
- **Understand other cultures**
Students demonstrate an understanding of traditions, customs, beliefs, and cultural contributions and how these elements relate to language.
- **Connect with other disciplines and acquire information**
Students connect information about the language and cultures they are learning with concepts studied in other subject areas.
- **Develop insight into their own language and culture**
Through study of language and culture, students recognize, compare, and contrast language concepts as well as cultural perspectives, practices, and products.
- **Participate in a global community**
Students use the foreign language to communicate with speakers of that language, both at home and around the world, to improve their own communications skills and to enhance their view of themselves as citizens of the world.

Expectations

The teacher will:

- Model good communication skills in Spanish
- Establish a respectful and supportive learning environment
- Provide high-quality instruction in Spanish
- Use strategies to make instruction in Spanish accessible to students
- Provide CAN DO statements at the beginning of each unit
- Update grades in ASPEN at least once a week

Students will:

- **Respect** their fellow classmates, teacher, and the contents of the classroom at all times.
- Come to class **prepared** and **on time** to learn as soon as the class period begins.
- Use **strategies** learned in class to attempt all classroom interactions in Spanish first.
- Use good **communication** skills at all times. Ask for clarification if they become confused.
- Turn-off phones and other devices before the bell rings. Keep them stored and out of reach unless instructed by your teacher to use the device in support of the lesson objective.
- Attempt all instructional tasks and **complete assignments on time**. Seek help immediately if you encounter difficulties completing a task or assignment.

****All school rules as stated in the Holston Middle School Student Handbook and KCS apply in our classroom including tardiness, class cuts, and misuse of technology. Students are not to leave the classroom without a pass.*

Materials

Students will keep a binder including:

- Daily objectives, class notes, and handouts
- Select assignments,
- Assessments including any rubrics, partner feedback, and teacher feedback
- Self-reflections

Students will need:

- A 1.5 inch binder
 - 6 Dividers, college-ruled paper, sheet protectors
- Black or blue pen, green pen, pencils & highlighter
- Dry-erase markers
- Charged Chromebook

Supplementary Texts: Selected abridged readers in Spanish

Other Resources: Digital resources will be used daily such as Canvas, Quizlet, and Remind. Other digital resources will be used such as Nearpod, EdPuzzle, Kahoot, Flipgrid, Padlet, to name a few. World Language teachers strive to use the most up to date authentic materials available; therefore, resources are subject to change during the course.

Additional Resources

Daily curated authentic clips from the internet that enhance the theme covered in each module to practice listening skills (includes commercials, music, television programs, movie excerpts, and Spanish websites).

Religion in academic studies:

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following:

1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs;
3. Student-initiated expressions to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme, shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

Attendance and Make Up Work Policy

Due to the nature of second language acquisition, students must be present and actively participate in class to achieve proficiency.

We will adhere to the KCS late-work policy in regard to excused absences. A student will have three days after returning from the absence to request make-up work. If a student is absent during a test or quiz, it is their responsibility to make arrangements to make it up. If a student is absent and tasks or homework are

picked up, the student must turn it in the next class they are present. Be sure to communicate with me about any unforeseen circumstances.

Late Work Policy

Assignments are to be turned in on the due date. If you are absent on turn in date, it is your responsibility to turn it in the next class. Late work will receive a letter grade reduction for each day it is late. Missed summative and/or formative tasks due to absences can be made up at anytime during each semester, but it is the student's responsibility to make arrangements to make it up with the teacher in a timely manner.

Homework

Homework assignments will be kept to an average of 20 minutes per day throughout the week. If no written homework is assigned, students should still invest 20 minutes reviewing vocabulary and key concepts or in engaging in the language in some way in order to be successful in this class.

Class Participation

Class participation in the target language is a key component in practicing your **communicative skills**, which are **essential** in language proficiency. **Students must be attentive during instruction and class discussions, actively participate in partner and/or group activities, speak the target language formally and informally, and come to class prepared.**

Monitoring your own progress

In addition to reflecting on language goals and classroom participation, each student will be responsible for monitoring their grades in ASPEN, including checking for missing assignments. If a student's grade falls below a 75 at any time during the semester, it is the student's responsibility to contact me and create a plan with specific goals for improvement. Remember, parents and guardians can access ASPEN for the most up-to-date grade information at anytime including checking for missing assignments. I will do my best to update grades in ASPEN at least once a week by Friday at 8 p.m.

Grades

Student grades are based on a category point system. Each grade the student receives (quiz, presentation, project, class participation, etc.) will be worth a certain number of points within each category. At the end of the grading period, the total number of points earned will be divided by the total number of points possible per category. Term and end of course grades will be based on the KCS grading scale which is as follows:

90 - 100 A	EOC-Summative IPA:	15%
80 - 89 B	Summative Unit Tasks & Exams:	25%
70 - 79 C	Engagement: Daily Work, etc.	<u>60%</u>
60 - 69 D	Total :	100%
00- 59 F		

Students do not receive grades lower than 50% unless the student refuses to make an honest attempt to complete the assignment or the student is caught cheating.

Students will take a series of small summative assessments throughout the course occurring at the end of each unit. These series of small assessments are called **integrated performance assessments (IPAs.)** IPAs are a more effective way to measure progress toward proficiency in second language acquisition than traditional Multiple Choice exams. IPAs measure proficiency across all modes of communication: Interpretive (reading and listening comprehension), Presentational (speaking and writing), and Interpersonal (conversing or interacting with written or spoken text). **Summative Unit Tasks** will consist of three small Interpretive tasks, one Presentational task (either polished or on-demand,) and one Interpersonal task. Summative assessments will be graded by a rubric with a corresponding point system. Students will not be required to pass any one examination, but instead, must achieve a passing score for the

end of course grade. The **EOC** will be a summative IPA given in sections over the last few weeks before final grades are due. One section (interpretive) will be given on final exam day. **Engagement** grades will consist of daily in-class work and interaction, homework, *Campanada & Boleto de Salida* (warm up and exit tickets) and lesson/unit self-reflections.

Honor Code / Plagiarism

According to Harbrace Handbook, 15th edition, “Plagiarism is defined as presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased. It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;
2. Using phrases, figures, or illustrations without citing the source;
3. Paraphrasing ideas, conclusions, or research without citing the source;
4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

NOTE: The use of online translators is considered a form of plagiarism!

Consequences of Plagiarism: Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

Extra help and Contact Information

I am available for additional support on Tuesday’s from 3:35 - 4:05 on TEAMS by appointment only. Please schedule a time to see me if you feel you need extra help. While it is important to encounter challenges in order to gain proficiency, do not wait too long to ask for help when you become confused or experience frustration.

You may email me at myrna.dasilva@knoxschools.org (best method) or TEAMS