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**Spanish Fluent Speakers II -Program-Class for 1 High school Credit**

**Thomas Jefferson Middle school 2017-2018**

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**Arlington Public Schools World Languages Mission**

To develop functional oral and written communication skills in the target language and an understanding of other cultural perspectives and practices.

**Course Summary:** *! Bienvenidos!* Welcome! In this course, students will utilize the language skills of listening, speaking, reading, and writing in order to become confident and capable speakers of Spanish. Our goal is for SFS II students will function at the Intermediate-High/Intermediate-Mid level of proficiency for Speaking and Writing by the end of the year, as defined by the American Council on the Teaching of Foreign Languages. A description of what students at this level are able to do with the language can be found at: <http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf>.

Performance assessments are based on the Arlington Public Schools World Languages Curriculum Framework, Virginia state standards, and the IBMYP Language Acquisition standards. Visit the World Languages website at <http://apsva.us/worldlanguages> to view information on expected proficiency levels, curriculum frameworks, and languages and levels taught in Arlington Public Schools. Go to <http://apsva.us/jefferson> - <https://jefferson.apsva.us/ib/ib> program, under IBMYP to viewthe Curriculum Map and other pertinent course information.

Students will hone their skills through learning vocabulary and grammar in context and through exposure to the cultures of the Spanish-speaking world. Students will make cross-cultural connections and comparisons that will enable them to expand their understanding of the target language.

Students will deepen their appreciation of the diversity and richness of the Spanish-speaking culture while gaining further understanding and respect for other cultures. They will continue to be exposed to the multiple perspectives gained from other students’ experiences with culture and language. The lexical variation of the language are recognized and validated. Focus is placed on using Spanish in the academic context. **Spanish for Fluent Speakers II is a full year, one credit high school level class.**

This course is aligned with the Arlington Public Schools World Languages Curriculum Framework, which can be found at [www.apsva.us/worldlanguages](http://www.apsva.us/worldlanguages).

**IB course description:**

A study of one or more world languages is an expectation of every IB student. This course is a class for high school credit. The program of studies is rigorous requiring daily review, homework and assessments based on APS and Virginia standards.

IBMYP Areas of Interaction:

Within each of the unit topics and activities are taught through specific Areas of interaction, which are: Approaches to learning, Community and Service, Health and social Education, Environment, and Human Ingenuity.

Note: www.apsva.us/worldlanguages.com under your choice to view curriculum Map and other pertinent course information.

**Texts and Supplemental Materials:**

* Sendas Literarias 2, Pearson Prentice Hall
* Nuestro Mundo: Curso para hispanohablantes, McDougall Littell, and its corresponding workbook Legends of Spain.

\***Other materials may be used as well, at the instructor’s discretion**

* literature of Spain (suggested Reading books: Don Quixote de la Mancha, El Lazarillo de Tormes-Don Juan Tenorio-el Burlador de Sevilla-El Cid)
* Legends and Literature of Latin American

**Student materials required for each class meeting:** .

* Section labeled in school binder SFS II in school Binder
* A notebook (marble composition notebook/spiral notebook)
* Pencils with erasers
* Flash Drive (Storage space for at least two PowerPoint presentations, 2GB or 4GB should be sufficient)

**Class expectation**

1.Arrive on time to class prepared with his/her materials:

2Maintain an organized “SFS I” section in his/her binder,

3.Respect others and class environment.

4.Follow teacher instructions

5.Submit original classwork and homework complete and on time

6.Treat all members of the class with respect and kindness; and

7.Participate actively, ask questions, and respecting all opinions.

8.Be positive and participatory (bring positive learning attitude)

**Be careful**-Treat textbooks with care as well as class room materials, computer and furniture.

Be productive- In order to dominate the Spanish language, it is very important that you speak Spanish at all time in class and whenever you have an opportunity outside of class.

**Student Expectations and responsibility:**

First day of School students will discuss and revise the rules and class expectation.

**Class participation:** it’s an essential component of the student success.

\* We expect students to arrive to class prepared with their daily notebooks.

**Daily Work**: It’s expected that students work, participate and submit complete daily assignments, class work and projects on time.

**Homework and projects:** Will reinforce the lesson of the day and allow student to practice their skills. Homework will be assigned every night from Monday-Thursday.

Homework will be written in class, if the student is absent; it is his responsibility to complete and submit as soon as possible.

**\***We will collect the assigned class work, homework, notebooks, every Friday for revising and grading.

**\***All work turned in must have a title, name, date, and be very well organized.

**-Homework -**Prepares students for successful performance in class, on quizzes, and on tests. Students must have assigned homework upon entering the classroom. All assignments must be completed carefully and accurately. If the student has a question about a assignment, s/he is encouraged to come in for help during lunch or after school.

The daily assigned homework activity should take 10-15 minutes in completion time, unless it is an on-going project or long-term assignment. Homework will be written on the white board in the classroom, and posted on <http://apsva.us/jefferson-> Student VUE .

-**Please use the assignment book** to check assignment completion and to write comments. Students will complete a minimum of 30 minutes of language learning activities every week.

**Help! Please ask** for help in and out of the classroom! Teacher help will be available before school from 7:20-7:40 a.m. in Dr. Limo’s room (246), Sra. Garcia’s room (234), and in sr. Salinas room) by appointment.

-**Homework Policy**: Please check this link for the Arlington Public Schools’ policy on homework: <http://www.apsva.us/cms/lib2/VA01000586/Centricity/Shared/School%20Board%20Policies/20-Instr/20-2.120-homework.pdf>

**Class expectation:** **Each student is expected to…**

1. Arrive on time to class, seated and, prepared with his/her materials;
2. Maintain an organized “SFS II” section in his/her binder;
3. Follow teacher instructions;
4. Give his/her very best effort in the target language, Spanish, on all work;
5. Treat all members of the class with respect and kindness; and
6. Participate actively, asking questions and respecting all opinions.

**World language Department -Topics of Study and Timeline SFS II**

This pacing chart will vary depending upon students’ readiness and needs. Each unit will be assessed with four quizzes and a couple of summative assessments.

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| **21st Century Global Themes - Spanish for**  **Fluent Speakers 1-3** | **Themes- AP Spanish Language and Culture** | **Themes- IB Spanish Language and Culture**  **IB-Global context** | **Timeline** |
| Identity | Personal and Public Identities  Family history & culture  -Value systems  -Personal traits | Social Relationships  -**Identities and relationship** | 5 weeks |
| Belonging | Families and Communities  Thoughts vs Action  -Social & linguistic diversity  -Oppression & injustice | Customs and Tradition  -**Personal and cultural expression** | 6 weeks |
| Well - Being | Families and Communities; Science and  Technology | Communication and Media; Health  -**Identities and**  **Relationship** | 5 weeks |
| Exploring Time and Place | Contemporary Life ; Global Challenges  Value of education  -Future plans  -Science & ethics | Global Issues ; Communication and Media  -**Orientation in Time and Space** | 5 weeks |
| Challenges | Global Challenges  Social status  -Adaptation  -Perception & reality | Global Issues  -**Globalization and sustainability** | 6 weeks |
| Creativity | Beauty and Aesthetics  Means of communication  - Political environment  - Cultural & artistic environment | Leisure  **-Personal and Cultural Expression** | 5 weeks |
| Discovery | Science and Technology | Communication and Media; Health |  |

This course is aligned with the Arlington Public Schools World Languages Curriculum Framework, which can be found at [www.apsva.us/worldlanguages](http://www.apsva.us/worldlanguages).

**Themes-Topics of Study and Timeline: SFS II**

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| --- | --- | --- | --- |
| **1st quarter- Identidad**- Family history & culture -Value systems -Personal trait  Themes  -**AP** Spanish Language and Culture  -**IB** Social Relationships  **\*Por los caminos del recuerdo** (Sendas literarias)“*En esta tarde de ni vida , todas las imágenes de los días se perviven lejanas de memorias vagabundas.(Maria R. Gonzalez)”* | | **Topics-**  Unidad I - Por los caminos del recuerdo (Sendas Literarias 2):  **1-Lecturas obligatorias**  a. Un oso y un amor-Sabine Ulibarri  b. Poema XX-Pablo Neruda  Lecturas Opcionales: La botella de chicha (opcional)  **2-Escritura**  Una narrativa personal (p. 14 Sendas Literarias 2)*-*  *Ampliar la comprensión de las lecturas*  El Retablo (p. 11 Sendas Literarias 2)  Piensa, dibuja y comparte (p. 22 Sendas Literarias 2  **3- Gramática :**  a-Repaso del tiempo presente, pretérito, imperfecto, presente subjuntivo, partes de la oración, acentuación, sujeto implícito, diferencia entre tú y usted, etc.)  b-El gerundio ( p. 23 Sendas Literarias 2)  c-El participio (p. 39 Sendas Literarias 2)  4-Apuntes Literarios  a-El ambiente p. 10  b-Metáfora y símil p. 21-22  c-La poesía p. 37-38  -**Tarea culminante** para evaluar el desempeño en la unidad—obligatorio  Un folleto turístico\*pagina p 40- sendas literarias | **Time Line- Dates**  **1st quarter**  **September- November 2017**  **5 weeks**  **End of QI: November 2017** |
| **2nd. Quarter**  Belonging  Thoughts vs Action  -Social & linguistic diversity  -Oppression & injustice.  **Themes**  -**APS-**Families and Communities  Thoughts vs Action  -Social & linguistic diversity  -**IB-** Customs and Traditions  La justicia social  *“ A menudo los escritores se convierten en voceros de la comunidad para denunciar los actos de injusticia que se cometen”* | **Unidad 2-**  1-Lecturas obligatorias:  a. La muralla (Sendas Literarias 2 p. 70)  b. Espuma y nada más (Sendas Literarias 2 p.107)  c. Un día de éstos (Sendas Literarias p. 124)  Nuestro Mundo p. 275-282  **Lecturas opcionales:**  El machismo (Unidad 4) p. 302  El marianismo (Unidad 4) p. 304  **2-Escritura**  Taller de composición primera parte p. 120 (Sendas Literarias 2)  Ensayo de comparación y contraste p. 135 (Sendas Literarias 2)una carta de un personaje a otro  **3-Gramática** (Favor de consultar la tabla de Gramática) continuar con el repaso de los tiempos en el pasado.  Que es una oración, categorización de las oraciones p. 77 (Sendas Literarias 2)  **4-Apuntes Literarios/Vocabulario**  Que es El conflicto p. 103 Sendas Literarias 2  La perspectiva (el monologo y el punto de vista) p. 119 (Sendas Literarias 2)  Tarea culminante para evaluar el desempeño en la unidad—obligatorio  Escribir una carta a un amigo p. 145 (Sendas Literarias 2)  **Proyecto-** como podemos ayudar a la comunidad p. 144 | | **2nd quarter**  **November 2017-January, 2018**  **Winter Break: December 22, 2018-**  **January 2, 2018**  **PATS: January 2-26, 2018**  **Midterm Exam: Week of January 22, 2018**  **End of Q2: January-February 22, 2018** |
| **3rd Quarter**  Well – Being-  Emotional intelligence  -Gender expectations  -Fantasy v Reality, Superstitions  Themes  **-AP-**Families and Communities; Science and  Technology  **-IB-** Communication and Media; Health  -Emotional intelligence  Imaginación y fantasía.  *“Uno de los placeres que nos brinda la literatura es darle Alas a la imaginación que nos lleva a conocer mundos fantásticos e inconcebibles”.* | **Unidad 3-**  **1-Lecturas obligatorias:**  a. El ahogado más hermoso del mundo p. 150 (Sendas Literarias 2)  b. El árbol de oro p. 169 (Sendas Literarias 2)  (Para hacer esta lectura el maestro deberá proveerle mucho contexto al estudiante. Debe también considerar solo leer parte del cuento ya que es bastante largo y podría ser un reto)  **Lecturas opcionales:**  El sendero interior p. 207 (Sendas Literarias 2)  **2-Escritura**  Taller de composición p. 163 (Sendas Literarias 2) cartas al editor.  Afiche colaborativo p. 203 (Sendas Literarias 2) \*  3**-Gramática** continuar con la práctica de conjugación de verbos (regulares -irregulares/tiempo presente) Tiempo y modo p. 181 (Sendas Literarias 2)  Verbos regulares e irregulares p. 203 (Sendas Literarias 2)  Los Adjetivos comparativos y los superlativos p. 165 (Sendas Literarias 2)  **4-Apuntes Literarios/**Vocabulario  La entrevista p. 202 (Sendas Literarias 2)  Tarea culminante para evaluar el desempeño en la unidad--obligatorio  1. Escribe un anuncio para vender tu objeto al público. Debes incluir el nombre del producto, su función, quien necesita comprarlo y por qué, cuanto cuesta, donde conseguirlo/comprarlo y crea un lema para atraer a tus clientes.  2. Graba tu comercial para presentarle el video a la clase.  Proyecto-Extensión/adaptación—busca un sitio web donde puedas hacer el trabajo con dibujos animados o videos. | | **3rd quarter**  **March- April, 2018**  **Spring break-March 26-30**  **World language week march 5-11**  **End Qrt 3 -April 9**  **El dia del idioma April 23**  **End of Q3- April 9, 2018** |
| **4th quarter**  Exploring Time & Place  -Value of education  -Future plans  -Science & ethics  **Themes**  **-APS**-Contemporary Life; Global Challenges  Value of education  -Future plans  -Science & ethics  **-IB-**Global Issues; Communication and Media  La creatividad hispana: arte y cultura  *“Todo es hermoso y constante. Todo es música y razón, Y todo, como el diamante, antes que luz es carbón.*  *José Martí* | **Unidad 4-**  **1-Lecturas obligatorias:**  Como agua para chocolate p.311(Sendas Literarias 2)  **2-Escritura**  Evaluación de la escritura a nivel del distrito  **3-Gramática**  Las oraciones reflexivas p. 375 (Sendas literarias 2)  **4-Apuntes Literarios/Vocabulario**  El realismo mágico p. 334 (Sendas Literarias 2)  El teatro p. 372 (Sendas Literarias 2)  El soliloquio p. 404 (Sendas Literarias 2) | | **4th quarter**  **April – June 2018**  **Writing Assessment: May 1, 272017**  **PATS: May 1-25, 2018**  **Final Exam: Week of June 12, 2018 ( or per school)**  **End of Q4: June 15, 2018** |

**Evaluation and Grading Procedures:**

**Assessments:**

Student progress with language communication skills (listening, speaking, reading and writing) will be monitored and assessed through formative and summative assessments. Students will be formally assessed through end-of-unit dialogues, quizzes and tests. All students will also participate in the following countywide assessments: **PATS** (**Performance Assessment Tasks-Speaking)** within second and fourth quarters; a mid-term test in **January;** a written composition in **April;** and a final exam in **June**. All IB assessments will be evaluated according to the proficiency table for each of the four objectives in the MYP *Guide*.

**APS Grading Scale**

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| --- | --- | --- | --- |
| Letter Grade | Percentage | Quality Points | **IB Scale** |
| A | 90 – 100 | 4.0 | 8 = 98 |
| B+ | 87-89 | 3.5 | 7 = 93 |
| B | 80-86 | 3.0 | 6 = 88 |
| C+ | 77-79 | 2.5 | 5 = 83 |
| C | 70-76 | 2.0 | 4 = 78 |
| D+ | 67-69 | 1.5 | 3 = 73 |
| D | 60-66 | 1.0 | 2 = 65 |
| E | 0-59 | 0.0 | 1 = 59 |
|  |  |  | 0 = 55 |

**In addition** to achievement, work habits as noted in the report card comments will be evaluated for each course using the following symbols:

+ Surpasses Expectations

# Meets Expectations

^ Approaching Expectations

N Needs Improvement

*The final grade is required to be calculated using the quality points and not percentages, letter grades, number or point systems.*

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| --- |
| **Language Acquisition Assessment Criteria: Phase 2 SFS II**  **By the end of Eight -8th G, you will be able to:** |
| **Criterion A**: Comprehending spoken and visual text  i-Show understanding of messages, main ideas and supporting details, and draw conclusions.  ii-Recognize basic conventions.  iii-Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. |
| **Criterion B:** Comprehending written and visual text  i-Identify basic facts, main ideas and supporting details and draw conclusions.  ii-Recognize basic conventions including aspects of format and style, and author’s purpose for writing.  iii-Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. |
| **Criterion C:** Communicating in response to spoken and/or written and/or visual text  i-Respond appropriately to spoken, written and visual text.  ii-Interact in basic structured exchanges.  iii-Use phrases to communicate ideas, feelings and information in familiar situations.  iv-Communicate with a sense of audience. |
| **Criterion D:** Using language in spoken and/or written form  i-Write and speak using a basic range of vocabulary, grammatical structures and conventions; use clear pronunciation and intonation when speaking.  ii-Organize information and use a range of basic cohesive devices.  iii-Use language to suit the context. |

**World Languages Department Grading - Quarter, Final Exam and Final Grade Policy:**

The World Languages Department **does** round up individual quarters, mid-term exams, final exam grades and end-of-course grades. Any quarter grade ending in .5 will be rounded up.

Final grades for the year will be calculated based on the quality points listed previously on the APS Grading Scale.

* At the middle school level, the final exam will be recorded as part of the 4th quarter grade. The final grade calculation, based on an average of the quarter grades, will be indicated in quality points.
* A final grade of .75 will be required in order to pass the class.

**Calculation of Quarterly Grades**

**Formative Assessments (30%) Summative Assessments (70%)**  “For practice” to show mastery

|  |  |  |
| --- | --- | --- |
| Weight towards quarterly grade | **30%**  Interpersonal Communication **(15%)**  Quizzes **(10%)**  Homework (5%) | **70%**  IB Criteria A, B, C, D  Chapter & Other Tests  Quizzes  IB Assessments  Projects |
| Late work policy | * Assignments accepted through the end of unit or chapter (unless answers given in class) * Late assignments penalized one letter grade (per number of days late) | * Assignments accepted through the end of the quarter * Late assignments penalized one letter grade * “I” quarterly grade if there are missing summative assessments |

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**I have read and I understand the preceding information.**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1st Distribution Date (Copy to Student/Parent or Guardian): September 25, 2018**

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