****

**Spanish Fluent Speakers I Program-SFS I**

**Español para hispanohablantes I - Programa de estudios**

**Thomas Jefferson Middle school 2017-2018**

**Teacher:** Julia Garcia**- Room: #234**

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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-**Welcome! !Bienvenidos! 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 Spanish for Fluent Speakers I students will function at the Novice -High/Intermediate - Low level in speaking and writing of proficiency 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 under IBMYP to view the Curriculum Map and other pertinent course information.

**General Course Description:** The program is designed for Spanish speaking students, who have been exposed to Spanish at home, who have oral fluency in Spanish, they speak and understand enough but have not mastered basic reading and writing skills, conventions of the language and grammar.

Emphasis will be given to consistent use of the language for classroom activities.

Students will developall their linguistic skills and learn basic grammatical structures in Spanish: Listening and reading for understanding

**Goals:** Students develop communication skills in reading, writing, and speaking and begin the study of Spanish grammar.

Students develop a deeper understanding of perspectives and practices of the Hispanic culture.

They will **recognize** the strength of the language and the value of their experiences that they bring to class throughout the lessons.

Students will develop the confidence, pride and sociolinguistic skills to use their heritage language in both academic and social settings. Emphasis will be on strengthening literacy, oral and written communication skills for a variety of purposes: personal, social and academic. Students will sustain conversations in Spanish about topics that include historical and contemporary events and issues, while using authentic materials. **Spanish for Fluent Speakers I is a full year, one credit high school level class**

**IB course description:**

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

The students will learn basic concepts of the Spanish language by developing their listening, speaking, reading and writing skills.

**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 1, Pearson Prentice Hall
* Tu Mundo: Curso para hispanohablantes, McDougall Littell, and its corresponding workbook

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

* literature of Spain (suggested Reading books)
* Legends of Spain.

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

Section labeled in school binder SFS I in school Binder

* A notebook (marble composition notebook/spiral notebook)
* Pencils with erasers

**Class expectation**

1. Arrive on time to class prepared with his/her materials:
2. Maintain 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)
9. **Be careful-**Treat textbooks with care as well as class room materials, computer and furniture.
10. **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.

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

**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.

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

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

**Homework Policy:** Please check this link for the Arlington Public Schools’ policy on homework: 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. Periodically, an assignment may require a parental signature, but the signature will not be calculated as part of the quarterly grade. 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

**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 Sra. Limo’s room (246), Sra. Garcia’s room (234), and in Sr. Salinas room (233) 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>

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

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.

|  |  |  |  |
| --- | --- | --- | --- |
| **21st Century Global Themes**  **SFS-1-3** | **Thematic units**  **Reading-Lectura** | **-Grammar -La gramática** | **Dates-Time Line** |
| **1ST Quarter**  **Identity**  **APS-**Identifying qualities of self  Establishing personal goals  -Generational conflicts  **IB-**Social Relationships  -Identities and relationship  **“El sentido de nuestras vidas”,** | **Unidad 1**  **Lecturas-**  Los tres consejos  La comadre Sebastiana  Los novios  Guanina  La creación | **Gramática:**  la oración, el sujeto y el predicado. los sustantivos, género y número, los adjetivos, clases. Prefijos, sufijos | **1st quarter**  September-November 2017  -End of Q1: November 7, 2017 |
| **2nd. Quarter**  **Belonging**  **AP--**Cultural practises & pride  -Regionalisms & proverb  -Latino/Hispanic roots  **IB-**Custom and Traditions-**Personal and cultural expression**  **Nuestra vida en comunidad** | **UNIDAD 2**  **Lecturas**  Once  Masa  Poema con niños  Los chicos | **-Gramática:**  el pronombre, los artículos, el adjetivo, la concordancia | -**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**  **AP-**Traditional meals & medicine  -Sports & fitness  -Personal feelings  **AB-**Communication and Media; Health  -Identities and  Relationship  \***La experiencia migrante**  **en la memoria para siempre”** | **UNIDAD 3**  **Lecturas**  Cajas de cartón  Trabajo de campo  Al partir  Kike | **Gramática:**  el verbo, las partes del verbo, el infinitivo, tiempo y modo, modos verbales | **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 |
| **4ht.Quarter**  **AP-Exploring Time & Place**  -School life  -Future plans  -Interests & Hobbies to Work skills  **IB-**Global Issues  Orientation time and space  **Relaciones familiares** | **UNIDAD 4**  **Lecturas:**  Primer amor  La muñeca menor | **Gramática:**  Los tiempos simples del verbo en el pasado, el pretérito y el imperfecto, el presente perfecto y el pluscuamperfecto | 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 |
| **5th Quarter**  **APS**-**Making decisions**  -Peer pressure  -Social & ethical behavior  **IB-**Global Issues  Globalization and sustainability  **Nuestra conexión con el medio ambiente** | **Unidad 5-Lecturas:**  La selva tropical y yo  La leyenda de El león y las pulgas Bendíceme, Última | L**a Gramática**  Repaso de los verbos, tiempos presente, pretérito, imperfecto modos y conjugaciones, | 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**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |

Student grades reflect student achievement and not student behavior.

Quarterly grades will round up when the percentage is .5 or higher.

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.

**Language acquisition assessment criteria: Phase 1**

**At the end of phase -7th G- students should be able to:**

|  |
| --- |
| **Criterion A: Comprehending spoken and visual text**  iv. identify basic facts, messages, main ideas and supporting details  v. recognize basic conventions  vi. 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, messages, main ideas and supporting details  ii. recognize basic 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, written and visual text**  i. respond appropriately to simple short phrases  ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language  iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics  iv. communicate with a sense of audience. |
| **Criterion D: Using language in spoken and written form**  At the end of phase 1, students should be able to:  i. write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation  ii. organize basic 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 Summative Assessments**  *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  Technology-Based Assessments |
| 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 |

**Homework: *Monday afternoons (Sra. Limo), Tuesday afternoons (Sra. Garcia), and on Thursday afternoons (Sr. Salinas) from 2:30-3:30 p.m.***

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We are happy that you have elected to study a world language. We will work together and have a great year! **“**

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\*Please sign below to acknowledge that you read and understood the course syllabus and return to your teacher

**-------------------------------------------------------------------------------------------------------**

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

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

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

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

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