

COURSE SYLLABUS

Spanish 1



Teacher: Sra. Amanda Soules

Email: asoules@staff.gtchs.org

Materials: *Notebook & folder or binder & writing utensil*

Technology: *Students are expected to bring a charged Chromebook to class daily.*

*Technology will be used daily with classroom activities. Only GTCHS-issued Chromebooks will be allowed in class and no personal devices including cell phones or personal laptops. **Students are required to place cell phones in the cell phone chart hanging on the door at the start of class.***

Office Hours: I will be available every **Wednesday** from **2:50–3:30**. Office hours are available for students who need extra help with a concept or who have dropped below 75%. It is your responsibility to sign up in advance so that I have supplemental work prepared.

COURSE DESCRIPTION

In this course, our goal will be to acquire Spanish language. **“Acquiring” a language is very different than “learning” a language. Acquiring is something that happens to you instead of something that you make happen.** When you learned how to speak your first language, you acquired it naturally by listening to other people speak it around you for a long time; not by studying it. Therefore, a majority of our class time will be spent using Spanish--not using English to talk about Spanish--and the focus will be on listening and reading.

We will focus our class time on the acquisition of high frequency structures & vocabulary (the most frequently used words in a language). We will use these structures in class discussions, stories, and cultural explorations, and you will be expected to recognize them when you read or hear them and, in time, be able to produce them in speech and writing.

Spanish does take practice, so please be prepared to spend 15-20 minutes per day outside of class time reviewing our high frequency structures through various assigned activities!

EXPECTATIONS – Your Keys to Success!

Because I have high expectations for you, I also have high expectations for myself. I expect you to be respectful, responsible students, and I will in turn be a respectful, responsible teacher.

Seating Policy

You will be assigned a new seat once per quarter. Speak Spanish to your neighbors in class and check each other’s work when appropriate. You are a team, and your goal is to help each other meet the class standards!

Absence Policy

Your class will spend time each day acquiring language (the easy way!) and you may have to spend a similar amount of time at home to make up the learning that you have missed. Check with me on your first day back to see what work needs to be made up. ****All make-up work can also be found in Google Classroom!***

****Please remember that students are only allowed **five school days** upon return to school to turn in missing graded assignments. If the student doesn’t complete the work in five school days, then the work will receive a grade of zero or have points deducted for late work. If a student misses class on the day of a quiz or test, the student must take that quiz/test on the day of return (provided that the student was present the class period prior to the date of the scheduled test/quiz).**

Speaking Policy

If Sra. Soules asks a question in Spanish, you should try to answer in Spanish but answering in English to show understanding of the question is also acceptable!

Entering the Room

These things should all be done as soon as you enter:

1. Put cell phone in organizer!
2. Get out your notebook & folder or binder.
3. Grab a pencil.
4. Sit down at your seat.
5. Begin working silently on your Para Empezar or Cultura Diaria.



ACADEMIC INTEGRITY

Academic Integrity is being honest and responsible with regard to your schoolwork. Most basically, it means that your work is your work, and anything that you have found somewhere else is credited to its source. Students will receive a non-negotiable “0” on any assignment in which academic integrity has been breached.

- You may not copy another student’s work or allow someone to copy your work.
- You may not use online translators to write sentences or essays.
- You must cite any website, book, article, etc. from which you gather information.

GRADE CATEGORIES

The target proficiency levels and the corresponding expectations for speaking, writing, reading, and listening will vary depending on the course level and time of year. Detailed expectations will be given for each assessment. The expectations for Work Habits are listed below.

Tests – 45% *includes tests, projects & other major assignments

Minor – 30% *includes quizzes, specific classwork assignments or longer/more difficult tasks

Homework – 10%

Classwork – 15%*includes **interpersonal communication** (see rubric), homework or classwork assignments

**Re-Dos for Remediation:

- Test corrections may be completed for up to a 90 **after** a remediation session has been scheduled with Sra. Soules!
- Projects may be re-submitted no more than two times for maximum credit if corrections are needed.
- Quizzes may be re-taken 1 time prior to the end of the unit or before the unit test!

Late Work Policy: In order to prepare students for college and the workforce, students are required to turn in all work on time. A 50% will be given for any work turned in after it’s hard deadline (To be determined based on length/difficulty of the assignment). A zero will be given for all work not turned in. LATE HOMEWORK WILL RESULT IN AN AUTOMATIC 50%. After the teacher reviews a homework assignment in class, it cannot be turned in a for a grade and will result in the student receiving a zero for the grade. *Homework is important and should be done nightly.*

Inclement Weather eLearning: In the event of an eLearning Day, students will find all assignments located in Google classroom. Students will have five school days upon return to school to turn in those assignments in order to receive attendance credit and in-class assignment grades for the school day. If the work is not turned in within those five days, the student will be marked as absent for the class period on that school day and will receive a zero for incomplete work. I will be available via email or Google classroom for help during eLearning days from 9:00 – 11:00 am and 1:00-3:00 pm.

| Student Responsibilities | Teacher Responsibilities |
|---|---|
| Speak Spanish, not English! (when you feel comfortable) | Speak Spanish, not English! |
| Be respectful of yourself, your teachers, your classmates, and your school. | Be respectful of my students, myself, my colleagues, and my school. |
| Come to class prepared with the materials you need to do your work. | Come to class prepared with an organized lesson plan and all the materials needed |
| Pay attention to your teacher | Listen to my students |
| <ul style="list-style-type: none"> · Participate actively · Ask questions when you don't understand | Check to make sure that students understand what I am teaching; help them until they do. |
| Spend at least 15 minutes outside of each class each day looking over stories, vocabulary lists, etc. | Spend time reviewing material in class each day; build on information students already know |
| Complete all assignments on time. | Grade and return all assignments as they are submitted |
| Practice and re-do everything until you understand it! | Help you practice and allow you to re-do work until you understand it. |
| Attend class every day. | Attend class every day. |

Interpersonal Communication Rubric

| Area of Communication | 4 ~ 100% | 3 ~ 75% | 2 ~ 50% | 1 ~ 25% |
|--|---|---|--|---|
| Listens with Intent to Understand | Almost 100% the time in class, you are actively tracking the flow of conversation. You are sitting in an engaged way: eyes on the speaker or visual aid, hands free, sitting up straight, and "leaning in" to the conversation. You do not have to be reminded or prompted to sit up and engage in class. | Most of the time in class, you are actively tracking the flow of conversation. You are sitting in an engaged way: eyes on the speaker or visual aid, hands free, sitting up straight, and "leaning in" to the conversation. You do not have to be reminded or prompted to sit up and engage in class. | You are sometimes actively tracking the flow of conversation. Your eyes wander from the speaker or visual aid and your posture does not help your brain engage. When the teacher reminds the whole class to sit up and engage, you might need additional reminders to get your brain back in the game. | Your posture and eye contact do not demonstrate much, if any, effort on your part to engage with the conversation and understand what is going on in class. |
| Supports the Flow of Language | You answer the teacher's whole-class questions with a word or two. You exert self-control to not blurt in English. You display positive peer leadership when other students need to be guided back into the flow of class. | You answer most of the teacher's whole-class questions with a word or two. You mostly exert self-control to not blurt in English but this is an area for you to work on. | You answer some of the teacher's whole-class questions with a word or two. You blurt in English frequently. Your use of English makes the flow of language in class difficult for others to follow. | You rarely engage with the flow of language. You do not answer many of the teacher's whole class questions. You have a lot of changes to make in order to help communication flow in class. |