

PEBBLEBROOK

THE ACADEMY FOR
CREATIVE
STUDIES AT
PEBBLEBROOK

COBB COUNTY CENTER FOR
EXCELLENCE
IN THE PERFORMING ARTS AT
PEBBLEBROOK

THE ACADEMY FOR
GLOBAL
SERVICE AT
PEBBLEBROOK

HIGH SCHOOL

Department: World Language

Spring 2017

COURSE TITLE: Spanish 1NS

INSTRUCTOR: Sofia Edwards-Early

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CLASSROOM BLOG: <http://earlyphs.weebly.com/>

SCHOOL WEBSITE: <http://www.cobbk12.org/Pebblebrook/>

PHS SCHOOL VISION: *Empowering Students to Become Productive Members of a Global Community*

PHS SCHOOL MISSION: *Modeling and Developing Intellectual, Physical and Emotional Behaviors that Lead to Success for All*

KEY ACTIONS:

- *Increase the Graduation Rate*
- *Increase rigor and student engagement (Project-based learning environment)*
- *Increase community and parental involvement*

COURSE DESCRIPTION: The purpose of the Cobb County School District's foreign language program is to encourage the appreciation of cultural values, to enable students to learn to communicate in another language, and to prepare them to successfully enter and compete in an increasingly global society.

The Level 1NS Spanish course focuses on the development of communicative competence in the target language and understanding of the culture(s) of the people who speak the language. It assumes that the students prior knowledge of the language and culture.

This course will be a semester-long course which meets every day. The major means of communication between students and instructors will be in the target language. Because students may enhance their formal language learning at various stages of their cognitive development, teachers must adjust vocabulary and content to reflect developmentally appropriate interests.

An important component of language classes is the use of the language beyond the classroom in the real world. The integration of technology is an important tool in accessing authentic information in the target language and in providing students the opportunity to interact with native speakers.

By the end of Level 1NS, students will exhibit [Novice-Mid level proficiency in speaking and writing and Novice-High level proficiency in listening, and reading](#) (ACTFL Proficiency Guidelines, 1999). [Source : Georgia Department of Education.](#)

KEY STANDARDS:

ML=Modern Language; 1NS =Level 1NS

Communication in the Interpersonal Mode

SNS1.IP1 Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate.

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to Hispanic cultures.

SNS1. IP2 Initiate, sustain, and close oral and written exchanges in Spanish, applying increasingly accurate vocabulary and structures.

- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
- B. Exchange ideas clearly using level-appropriate language structures and vocabulary.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

Communication in the Interpretive Mode

SNS1.INT1 Comprehend authentic spoken and written language on new and familiar topics presented through a variety of media in Spanish.

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand connected discourse.
- E. Expand knowledge of academic and content-specific vocabulary in Spanish.
- F. Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.
- G. Comprehend regional and other variations in spoken and written Spanish.

Communication in the Presentational Mode

SNS1.P1 Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- B. Produce extended oral presentations using visual and technological support as appropriate.
- C. Write organized compositions using visual and technological support as appropriate.
- D. Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.

SNS1.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.

- A. Prepare and present Hispanic poetry, skits or stories.
- B. Prepare and present organized original essays, poetry, skits or stories in Spanish.

Cultural Perspectives, Practices, and Products

SNS1.PPP1 Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures, how they are interrelated, and how they differ.

- A. Participate in cultural events.
- B. Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
- C. Identify and evaluate contributions of Hispanic cultures to the modern world.
- D. Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
- E. Research and report on the history and development of Hispanic cultures and communities.

Connections, Comparisons, and Communities

SNS1.CCC1 Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

- A. Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
- B. Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class.
- C. Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

SNS1.CCC2 Investigate the similarities and differences that exist within and among Spanish-speaking cultures.

- A. Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
- B. Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
- C. Recognize and discuss local, regional, and national differences in Spanish speaking countries, i.e., political organization, history, economic development, etc.

SNS1.CCC3 Expand knowledge of the English language through the study and analysis of the Spanish language.

- A. Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
- B. Identify and use cognates to expand academic vocabulary in Spanish and English.

SNS1.CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

- A. Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
- B. Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- C. Identify career paths that require bilingualism.
- D. Apply interpreting or translating skills to projects outside the language classroom.

TEXTBOOK/SUPPLEMENTAL RESOURCES: Our main textbook for the course is Santanilla 8 published by Vista Higher Learning.

MATERIALS NEEDED: A notebook (3-ring binder) with dividers for Warm-ups, Notes, and Assessments; Writing instrument—dark pen or pencil; Flash drive; Highlighter; Dry-erase marker of dark color; Lined paper—either college or wide ruled; Regular attendance; Arrival on time to class; [Pebblebrook’s tardy policy will be strictly enforced]; Good attitude and a willingness to try; Respect for your classmates, instructor, and yourself.

DONATION REQUEST: Kleenex, hand sanitizer and dry-erase markers.

CLASS AND BEHAVIOR EXPECTATIONS: Students will observe “The Five Falcon Rules” which follow: 1. Come to school prepared for learning. 2. Respect everyone’s property. 3. Respect the learning environment. 4. Respect other’s feelings – No put downs. 5. Maintain your personal integrity. I do not tolerate talking without permission, rudeness to teachers (and that means talking back to an adult!) or other students, DRAMA in the classroom (unless the students are presenting skits!!), or SLEEPING in class. Eating food in class is also discouraged. Water bottles and sports drinks are allowed as long as the students dispose of the containers appropriately. The following “don’ts” have to do with appropriate things to bring to school. Some materials should be kept at home. Do not come to class with an active cell-phone. It must be turned off and HIDDEN during school hours, unless needed for a classroom activity. Phones and other like electronic devices (i-pods, PSPs, video games, cameras, ear buds) will not be confiscated; however, a warning to put the device away will be issued. If your student chooses not to follow the directive, instruction will continue, and your son or daughter will be referred immediately to an administrator, and you will be notified.

GRADING POLICY CONTINUED: Summative Assessments are tests, projects, notebook checks, presentations, and sometimes quizzes. Summative assessments are weighted heavier than formative assessments.

Formative assessments are daily grades, homework, class activities, and sometimes quizzes.

GRADING CATEGORIES:

| | | | |
|---|------------|---|-------------|
| Summative Interpersonal Communication (IP) | 20% | | |
| Formative Interpersonal Communication | 10% | > | 30% |
| Summative Interpretive Communication (INT) | 7% | | |
| Formative Interpretive Communication | 3% | > | 10% |
| Presentation (P) | 15% | > | 15% |
| Summative Cultural Perspectives (CU) | 7% | | |
| Formative Cultural Perspectives | 3% | > | 10% |
| Summative Connect/Compare (CCC) | 10% | | |
| Formative Connect/Compare | 5% | > | 15% |
| Comprehensive Final Examination | 20% | > | 20% |
| GRAND TOTAL OF WEIGHTS | | | 100% |

GRADING SCALE:

- A - 100-90%
- B - 89-80%
- C - 79-74%
- D - 70-73%
- F - 69-Below

SYNERGY ACCESS TO GRADES:

It is strongly encouraged that you keep your Synergy login information in a safe place and that you have access to the information when needed. Parents should contact the Main Office (770.819.2521).

Please note that when you are viewing grades in Synergy that a one in the grade column indicates that your child was absent. Your child may make up this work during tutoring hours or make arrangement with the teacher to make up work. A 0 grade in Synergy indicates that your child completed the work but received a 0 grade due to incorrect answers or did not follow the teacher's directive. An "e" means that the student is exempt from an assignment at the discretion of the teacher.

Homework/Class Work Requirements: General Daily Procedure- Students begin each class by doing daily mandatory warm-ups. During this time, attendance will be taken. Warm-ups may be checked off, collected or counted as extra credit points for summative exams. In the warm-ups, I normally will check for mastery of material previously introduced. The students do not have the option to skip the warm-up!! After reviewing the warm-up, the instructor will introduce the performance standard(s) and essential question(s) of the day. After that, homework is reviewed or new material is introduced by active instruction. A period of activity meant to support the new or old leanings occurs. There will be many opportunities for summarization. At the end of class, the day's leanings are summarized via varying closing techniques. A student has studying homework once or twice a day even if no written work is assigned.

Projects:

- Some of the learning that takes place in this class will be student-driven and project based. True learning takes place when students solve problems and discover things on their own. I will not stand in front of the class and simply tell you what you need to know.
- Some projects will be individual, but many will require you to work in a small group. Generally groups will initially be two people but if students prove that they are able to work well in larger groups, I will allow it.
- While I understand that some people prefer to work alone, working with others is an essential skill that is needed to be successful as an adult. If you are one of these people, please speak with me in private and I will attempt to group you with other students in which you will be compatible.

Tests and Quizzes:

- The majority of the tests and quizzes I give are multiple choice and short answer. However, all tests can include a combination of any of the following: multiple choice, true/false, matching, fill-in-the-blank, short answer, graphs, charts, map questions, culture clips/movies.
- Quizzes will be scheduled in advance, but the teacher reserves the right to give pop quizzes. If participation in class is low, students are not able to participate in class discussions with reasonable intelligence of the material, and/or did not complete the homework, a pop quiz may be given. Quizzes will cover the readings that the student is to have completed, class activities, and any notes given in class lecture (normally only a week's worth of material).

FINAL EXAM EXEMPTION:

Students with no more than one excused absence may qualify to exempt one of their final exams. Students with a course average of 80 or higher may exempt one final exam of their choice. Students with a course average of 79 or below may request that ten percentage points be added to the final exam grade. Towards the end of the semester, students who qualify may submit an Exam Exemption Form to the classroom teacher of their choice. Teachers must verify that the student qualifies for the exemption.

LATE WORK POLICY: Any late work will receive a highest possible grade of a 70 if turned in after the assignment is due. The student will have until the unit test to turn in late work and will receive a highest possible grade of 70. No work will be graded after the Unit Test.

ATTENDANCE AND MAKE-UP POLICY: If a student receives an excused absence he or she will be able to make up the work in class that was done for the day. Each class has a rolling folder activity spot on the back wall. It is the student's responsibility to obtain their work from the wall and complete and return in a timely manner. The student has up to the amount of excused absences plus one day to complete any missing work. After that point the work will be considered late and will be graded as such.

TARDY POLICY:

To avoid being counted tardy, *students must be seated and ready for class when the bell rings*. School policy states that students may receive detention, In-School Suspension, and Out-of-School Suspension for repeated tardies.

EXTRA HELP:

*Students can come in after school on **Tuesdays** from 3:45-4:30. Please make sure you sign-up if you are planning on coming to tutoring during any of these time.*

CELL PHONES AND ELECTRONIC DEVICES:

As per the school's policy, cell phones are not to be used during class time unless directed by the teacher for instructional purposes. Students will receive a discipline referral after one warning to put away any electronic device (unless the device is being used for instruction). Students are allowed to bring certain technologies to class (iPad, laptop, Kindle, etc.), but it should **NOT** interfere with the teaching or other's learning.

GRADE RECOVERY: *Students who score 69 or below on any unit assessment are allowed to retake the assessment. The grade will not exceed a 70 for the unit assessment. The retake must be completed with-in one week. Please view the teacher's blog for notification when the assessment will be administered.*

ACADEMIC INTEGRITY:

Cheating is considered a serious matter. Any student who is involved in cheating/plagiarism will receive a grade of zero on the material, an unsatisfactory in conduct, and his/her parents will be notified.

For this course, cheating is defined as, but is not limited to, the following acts:

- Copying anyone's answers to questions, exercises, study guides, class work or homework assignments
- Taking any information verbatim from any source, including the Internet, without giving proper credit to the author, or rearranging the order of words and/or changing some words as written by the author and claiming the work as his or her own, i.e., plagiarism.
- Looking onto another student's paper during a test or quiz.
- Having available any study notes or other test aids during a test or quiz without the teacher's permission.
- Collaborating on assignments when independent work is expected.

CLASSROOM BLOG:

Throughout the year, students are expected to use the classroom blog **daily**. If you are absent, it is your responsibility to check the blog and come prepared to the next class. Most handouts and assignments will be posted to the blog.

My blog: <http://earlyphs.weebly.com/>

Student/Parent Signature Syllabus Acknowledgment Form

TO BE RETURNED BY: _____

TO BE FILLED OUT BY PARENT/GUARDIAN: There are times when I need to contact you about your student.

Please indicate the following:

HOME PHONE: _____

CELL PHONE: _____

WORK PHONE: _____

PARENTS: PLEASE READ THE FOLLOWING...

Our signatures indicate that we have read the syllabus, the course description, and the above information.

Student Name (Please Print): _____

Student Signature: _____

Parent/Guardian Name (Please Print): _____

Parent/Guardian Signature: _____

Parent e-mail and preferred contact telephone number (Please Print)

Please read. Students will watch several videos to illustrate cultural aspects of the Spanish speaking countries. These movies are **Rated G, PG, and PG13**. Please check the box below concerning whether or not your son / daughter has your consent to participate in viewing movies with these **rating**. In addition, due to each student's enriched culture, this Spanish class will view movies related to the lives of Spanish speaking people who live in the United States and Spanish-speaking people around the world.

Thank you for your assistance, and please feel free to contact me with any questions or concerns at cell phone **(678)-914-3138**.

____ Yes, my son / daughter has my permission to view **G, PG, and PG13** movies.

____ No, my son / daughter does not have my permission to view **G, PG, and PG13** movies

Sincerely,

Sofia M. Edwards-Early