**

*Grady High School*

Individually We Are Different; Together We Are GRADY!

**2018-2019 COURSE SYLLABUS**

**SPANISH 1**

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| Teacher: *Elisa Ciaccia Cousins* | Phone Number: *404-802-3001* |
| Room Number: Instructional Suites | Email: elisa.cousins*@atlanta.k12.ga.us* |
| Semester: *Fall 2018* | Tutorial Days: *Wed 3:45-4:45* |
| Textbook: *“Realidades 1”* by Pearson  e-textbook found on “*MyBackpack*” | Tutorial Location: *IS-3* |
| *Website:* [www.profe-cousins.weebly.com](http://www.profe-cousins.weebly.com)  NO Code Required to Access  *Google Classroom:* <http://classroom.google.com>  Code (see handout)  *Quizlet:* <http://quizlet.com/mscuzcuz>  Link to join <https://quizlet.com/join/dyMRzsPRJ>  *Remind:* Send this text msg (see handout)  (see handout)  To # 81010 | *Students,*  *Please place your syllabus in your pocket folder so that you and your guardians may refer to it as we go forth in the semester.*  *At any point in the semester, you may request one additional copy of our syllabus.*  *For additional copies beyond that, you may refer to our class website and, or google classroom where you will be able to download as many as you need.* |

**COURSE DESCRIPTION: Level I**

The goal of this course is the development of competency in listening, speaking, reading and writing -moving from simple phrases and sentences towards complex paragraphs. Emphasis in class is placed on conversation and comprehension, as well as on intensive development of basic vocabulary and grammar, including verb conjugation and usage in the present tense. Students are introduced to Hispanic culture and an appreciation for diversity and vitality of the Spanish-speaking world. Finally, 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.

ACTFL developed descriptors on what students at the four proficiency levels (Novice, Intermediate, Advanced, Superior) should be able to do with the language when they experience spontaneous and non-rehearsed situations called *“Can Do Statements”*

***Novice*** – Students at this level can use memorised words and phrases in practiced situations.

***Intermediate*** – Students at this level can create, ask, and answer on familiar topics in simple situations.

***Advanced*** – Students at this level can narrate in the three main tenses, talk in details, express their point of

view on familiar topics in complex situations.

***Superior*** – Students at this level can discuss abstract topics, hypothesise, and support their opinions on

unfamiliar topics in novel situations.

**The Five C’s of World-Readiness Standards for Learning Languages:**

Communication, Culture, Connections, Comparisons, and Communities



* [**https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf**](https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf)

**NOTE: It is important to remember that typical Level I students will exhibit varying levels of proficiency.**

**COURSE OUTLINE**:

The following outline is subject to change based on the school testing schedule needs and, or scheduling changes arising from unplanned cancelled/weather days.

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| --- | --- |
| **Week #** | **CONTENT** |
| 1 - 3 | Unit 1 – Getting started with Spanish |
| 4 - 6 | Unit 2 – Dscriptions: people and places (ser and estar) |
| 7 - 9 | Unit 3 – Likes and dislikes, habits and routines (present indicative) |
| 10 - 11 | Review and Midterm Assessment |
| 12 - 14 | Unit 4 = – School and university (ser and estar) |
| 15 - 17 | Unit 5 – Food and culture (present indicative) |
| 18-19 | Review and Final Assessment |

**EVALUATION AND GRADING:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Components | Weights | |  |  | | --- | --- | | Grading Scale | | | 100-90 | A | | 89-80 | B | | 79-70 | C | | 69-0 | F | | Not Evaluated | NE | | Missing Assignment | M | | Exempted | X | | Turned-In  (grade pending) | ? |   *NOTE: There is no curving.* |
| **Class Participation:** Activities aimed at developing language skills across the four domains. | Reading 10%  Writing 10%  Listening 10%  Speaking 10% |
| **Homework:** Specific assignments may be collected and graded. | 10% |
| **Unit Tests & Projects:** | 30% |
| **Semester I**: Midterms/Major Projects, Final Exams | 20% |
| TOTAL | 100% |

# ***CAMPUS PORTAL FOR PARENTS AND GUARDIANS:***

# [***https://ic.apsk12.org/portal***](https://ic.apsk12.org/portal) ***–*** To activate your account, visit the school’s front office where you will receive your login (activation key).

# Please visit our porta frequently and, or request automated updates on your students’ schedule, attendance records, and grades.

# **REQUIRED MATERIALS:**

1. By the first week of instruction, students will be expected to have obtained the following supplies or discretely have informed me that alternative arrangements are needed:
2. A composition notebook (College Ruled PREFERRED).
3. A pocket folder
4. Writing supplies: 1 pencil, 1 eraser, 1 black and 1 blue pen, 1 pack of coloured pencils (SIX minimum).
5. Other supplies: 1 dry erase marker (no light colours *if possible*) and a *clean* orphaned sock, 1 page protector.
6. A Spanish textbook classroom set will be provided for each student. However, for your convenience, you will have access to an e-textbook through MyBackpack.
7. A hard copy textbook will be assigned to students whose IEP mandate this accommodation. (**I understand that I must return any materials that I have been issued or pay for any lost/stolen material).**

## SCHOOL-WIDE BEHAVIORIAL EXPECTATIONS:

Be present; be respectful; be responsible; be on task; be peaceful, productive problem solver

## CLASSROOM EXPECTATIONS:

1. **HOMEWORK and ASSIGNMENTS:** Assignments are given in advance and are due on the day indicated in class. Each time a homework assignment is incomplete or not done, the student will have the opportunity to make the assignment up **for a late grade (usually 80%).** Students should use textbooks, workbooks, online resources as a reference guide if they do not understand the homework and should attend tutorial (regularly scheduled and/or by making an appointment) BEFORE THE DUE-DATE OF THEIR ASSIGNMENT.
2. **TESTS/QUIZZES:** **IT IS THE RESPONSIBILITY OF THE STUDENT TO BE PRESENT ON TEST/QUIZ DAYS.** Quizzes will be given for each chapter/lesson. However, in some cases quizzes will be unannounced: the goal of these is to reinforce **daily study**. *Learning a language is not a sprint but rather a marathon* (only not as physically strenuous!); as a result, students are encouraged to re-study/review old material as new material is introduced to help them reinforce, make connections, apply prior content to the new.
3. **RETAKE OPPORTUNITES:** Students can re-take UNIT TESTS ONLY and can earn up to a B+ (89) in the retake. The re-test will be an equivalent to the failed test but not the same one and the grade recorded will be the highest of the two attempts. To earn the opportunity for a retake, students are required to fulfill the following FOUR expectations:
4. Have signed up for our google classroom and the teacher’s Quizlet page.
5. Have made corrections to the failed test using the provided “test correction template”.
6. Have attended at least one tutorial session to review possible questions after the test corrections are made AND -WHEN APPLICABLE- to have practiced the Quizlet sets for the corresponding content.
7. Have had the failed test signed by parents/guardians.
8. **LATE ASSIGNMENTS:**It is important that students are responsible and meet established due dates for assignments. ALL ASSIGNMENTS ARE DUE AT THE BEGINNING OF CLASS and a late assignment is defined as work submitted after the teacher finished collecting it (homework turned in at the end of the class period will also be considered late and receive a 20% deduction).

***All missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation (Infinite Campus grade calculations apply the value of ZERO to any assignments recorded with an “M”).***

1. **MISSING ASSIGNMENTS (late assignments or unexcused absences):** Students with late assignments or unexcused absences will be expected to submit missed work within two weeks of the end of the grading periods.  The deadlines for missing assignments are as follows:

* Midterm is October 4th. Deadline September 22- (for assignments from August 1-September 21)
* End of Semester is December 22nd. Deadline is December 8th –(for assignments from September 22-December 7th)
* Midterm is March 16th. Deadline is March 2nd-(for assignments from January 8th through March 1st )
* End of Semester is May 25th.  Deadline is May 11th  (for assignments after March 2nd through May 10th)

*As noted above, all missing/not turned in assignments will be recorded in Infinite Campus with an "M-Missing" designation.* ***Late assignments submitted up to the grading period deadline will be assessed a flat 20% penalty and NO ASSIGNMENT submitted after the applicable deadline will be accepted. Only assignments for the current grading period will be accepted.***

1. **MAKE-UP ASSIGNMENTS (Excused Absences):** Students with an excused absence will be expected to submit missed work (assignments and, or assessments) on or before the **THIRD CLASS-MEETING after the absence**.

It is the STUDENTS’ RESPONSIBILITY to make arrangements with their teacher to make up assignments missed due to either a planned or an unplanned absence.

The same deadlines apply for assessments and assignments students are to make up.

1. **REASSESSMENT OPPORTUNITY:** Reassessment opportunities are available for all students on assessments only.  Assessments include quizzes and unit test only. The reassessment will be a newly generated teacher assessment and the reassessment score will replace the original score.  The reassessment can occur during the class period, tutorial, and/or a lunch-and-learn session (at the teacher’s discretion).
2. **CLASS PARTICIPATION:** Participate in all activities! Oral participation (IN SPANISH) is an integral component of this course. Students are expected *to speak in Spanish* when they are in small group, paired work, or addressed in Spanish by their teacher and, or peers. **IF A STUDENT DECIDES TO SPEAK IN ENGLISH IN A PAIRED ACTIVITY, HE OR SHE IS NEGATIVELY INFLUENCING HIS/HER PARTNER'S ABILITY TO PRACTICE SPANISH AND HIS/HER USE OF ENGLISH WILL BE RECORDED ACCORDINGLY IN THE FORMATIVE ASSESSMENT PORTION OF HIS/HER GRADE.**
3. **Talking in class is a privilege that a student can only take advantage of if he/she only uses SPANISH,** English will be only minimally allowed during class. The opportunity to learn and practice the use of common “*Spanish Survival Expressions*’ will be offered daily: students will be expected to write these down in a separate section of their notebooks to review them at home and use those expressions for the applicable situation. Students will receive additional participation points for spontaneous interaction in Spanish.
4. **Written activities, maintaining an organized, neat, and current notebook are ALL important parts of this class and will highly impact the students’ opportunity to study both daily and for our summative assessments.**
5. **ATTENDANCE:** Daily attendance is required for optimal progress. Parents and the School Social Worker will be contacted for student whose attendance pattern negatively affects their work. Students are responsible for all work missed during their absence. When students are absent for three or more days, parents can contact the instructor via e-mail to report on their child's condition and secure assignments. Students are expected to check our google classroom (via home computers and, or personal devices) daily as well as are encouraged to make contact with a classmate in order to find out what work and assignments were missed during an absence. Students and guardians are also encouraged to sign up for our class remind so that they can receive timely updates and reminders.
6. **TARDINESS:** BEFORE THEY COME INTO OUR CLASSROOM**,** students are permitted to QUICKLY visit the restrooms, have water and, or fill their personal water, and,or complete conversations with classmates outside our classroom door without distruption to the rest of us already in the room.

Once they enter, students are expected to do so rapidly and silently, place their personal device in one of the pockets of the telephone repository, take the corresponding number, sit at their ASSIGNED SEAT, and begin working on the daily starting activity/warm up.

**ANY STUDENT STILL IN THE HALLWAY, NEAR, OR AT THE DOORWAY, IN THE PROCESS TO TURN IN THEIR PERSONAL DEVICE, WALKING THROUGH THE DOOR OR TO HIS/HER ASSIGNED SEAT** **WHEN THE BELL RINGS WILL BE MARKED AS TARDY.** Passes issued by counsellors, administrators, or other teachers will be admissible ONLY WHEN MEETING GHS’s CURRENT PASS POLICY.

1. **CLASSROOM MANAGEMENT:** If a student causes any disruption that inhibits the progress of the lesson, s/he does not only hinder his/her learning but his/her peers’ opportunity to learn and be part of the best possible learning experience their teacher can offer them. When this happens, the following consequences will follow:
2. Student will receive a brief and no-obtrusive warning to redirect his/her actions.
3. If the student’s behaviour does not immediately improve, the parents/guardians will be contacted by phone/e-mail.
4. Were the behaviour to continue despite the contact with his/her guardian, the student will be placed in the classroom of a team member where s/he will be expected to complete the written assignment provided to him/her AND will be referred to the discipline office.
5. Students’ that repeatedly fail to turn in their personal device upon entering class will receive the same three-step consequences described above.

All students are expected to respect their instructors, classmates, classroom and the environment and to have signed our *Class Pact* where our classroom rules will have been recorded. this includes not walking up to the rubbish bin, pencil sharpener, asking a classmate to be filled in on the activity on hand, or leaving their seat unless instructed to do so by the teacher. Leaving the classroom will only be permitted during independent work and after the students have demonstrated to have attempted the assignment. Leaving the classroom during direct instructional time will not be allowed unless this were part of a students’ IEP or 504 plan provided to the instructor.

1. **Students will not be allowed to chew gum, eat or drink any food in the class, throw any item (papers, pencil, pens, etc…), walk around the classroom, put head down, sleep, etc… at any time! Students are also encouraged to use the restroom before/after class as you will NOT be allowed to go to the restroom during direct instructional time.**
2. **EXTRA ASSISTANCE**: It is the responsibility of the student to seek help from the instructor. When you come for tutorials make sure you have reviewed and have specific questions about the material. Additional to my tutorial day, you can come to any Spanish teachers’ tutorial. Spanish teachers help students after school during the following times and locations: Ms. Cousins Wednesday IS 3, Mr Gills Wednesday IS , Ms. Ortegon Thursday IS 8, Mr. Loero Friday IS 3.

Students are cautioned NOT TO WAIT until the day of a test to seek help because then it will be too late. If a student is demonstrating difficulty in learning Spanish, he or she may be required by the instructor to spend time after school. Tutorial is also offered by appointment.

1. **USE OF ELECTRONIC DEVICES BY STUDENTS**

Students can use cellphones/electronic devices during lunch periods only. Students may not use devices in class, during class changes, during drills, or in restrooms. Earbuds/headphones should not be visible except during lunch periods or while in class (even when not plugged into a PED).

**Use of PEDs is ONLY permitted in Spanish class when there is an instructional activity that requires its use.**

PEDs found in the students’ possession after they sat down to begin working on the warm up (i.e. PED that were not placed in the designated numbered holder) **will be confiscated by Grady High School staff and turned in to Dr. Propst in the Office of Student Affairs.**

A students’ refusal to hand in a PED when directed by the instructor will result in an administrative referral for insubordination.

All Grady High School staff members have the right to confiscate cell phones/PEDs when used in violation of policy JCDAF \_\_\_ and its implementing regulation.

**School-wide Expectations**:

**MASTERY LEARNING**: With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a specific unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a specific unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**PROGRESS REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Progress reports with plans for remediation will be provided for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Also, see Board Policy Administrative Regulation IHA-R(1) under “Students in danger of not meeting academic expectations” for further information. Teachers will:

* Contact parents/guardians early in the semester if academic, attendance, or behavioural difficulties are apparent.
* Notify the counsellor, Student Support Team (SST)/Response to Intervention (RTI) Chair, and/or an Assistant Principal of serious problems that are affecting classroom performance.
* Set up parent conferences as necessary.

**ATHLETIC ELIGIBILITY**: Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. A master list of students participating in extracurricular activities and athletics under the auspices of the GHSA will be available to all staff.

**Our Vision**: A high-performing school where educators inspire, families engage and students love to learn.

**Our Mission**: Every student will graduate college and career ready with a dedication to community involvement and service.

**Our Motto**: Individually We Are Different; Together We Are GRADY!

**Grady Graduate Profile (5 Cs)**: creative, collaborative, critical thinker, communicative, and a good citizen.

*Dear Students and their Guardians,*

*I would like to conclude our syllabus expressing my gratitude for the privilege you extended to me when you welcomed me to the Grady Knights Family, joined our class either as Students or as their Guardians, and entrusted me with your journey to learn Spanish. The most powerful (at least in my experience!) words in any language are those used to recognise our gratitude and it is with these words that I would like for us to part today:*

*¡Muchas Gracias!, Grazie Molte!,* Hvala Lijepa! *Many Thanks!*

Su Profe Cousins

*P.S. As America is a country of many cultures and traditions, I invite you to share yours with us by teaching me (and all your classmates!) how to say “thank you” or the corresponding expression in your home language so that we can add it to our classroom “Culture and Traditions” display... Or you could add it yourself when you join us for the Fall Open House!*

*I will get us started!*

*Mille Grazie!*

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|  | **Receipt of Syllabus**  **SPANISH 1** | Student’s FULL NAME |

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| Teacher: Elisa Cousins | Phone Number: 404-802- |
| Room Number: IS 3, IS 8, IS 10, IS 1 | Email: elisa.cousins***@atlanta.k12.ga.us*** |
| Semester: ***Fall 2018*** | Tutorial Days: Thursday |
| Textbook: Realidades 1 | Tutorial Hours: 3:45 PM – 5 PM |
| Website: <http://profe-cousins.weebly.com> | Tutorial Location: IS 8 |

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*Student Signature* *Guardian Signature*

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*Date**Date*

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*E-mail* *Guardian E-mail*

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**Best/Preferred Contact** *Number*

*Students that may receive hard copies of our textbooks or other resources – Students and guardians please place your initials beside the following statement to indicate that you have been informed about our school policy related to checked our materials:*

**I understand that I must return any materials that I have been issued or pay for any lost/stolen material). Student \_\_\_\_\_\_\_\_Guardian \_\_\_\_\_\_\_\_**

*Do have any questions for me that were not addressed by our syllabus? If you do, please write them on the back of this handout and indicate whether you would prefer for me to contact you about them. I will do my best to locate the answers to your question(s) and, or identify the most appropriate source within Grady and, or APS to direct us to them.* ***¡Mil Gracias!***