

## *Spanish II 8<sup>th</sup> Grade Syllabus*

School year 2019-2020

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**Mission:** To develop functional oral and written communication skills in the target language at the Novice-High level and an understanding of other cultural perspectives and practices.

### **Course Summary:**

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 8<sup>th</sup> grade students to function at the Novice-High 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](http://www.actfl.org/files/public/ACTFLProficiencyGuidelines2012_FINAL.pdf)

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 continue to develop their skills in listening, speaking, reading, and writing with an emphasis on oral communication. They participate in simple conversations about familiar topics using the vocabulary and grammatical patterns they learn. They read familiar material and write short, guided compositions on topics within their vocabulary and grammatical control. They expand their knowledge of cultural perspectives and practices.

### **Texts and Supplemental Materials:**

Textbook: ¡*Qué chévere!* EMC Publishing (students will have access to an e-book, NOT a physical one)  
 Workbook: Passport online version (NO physical copy)

<b>Topics of Study and Pacing</b>	
<b>Adopted Textbook: ¡Qué chévere! Selected Units: 5-8</b>	
This pacing chart will vary depending upon students' readiness and needs.	
I. Entertainment and Celebrations (Unit 5)	<i>QTR 1: August - October</i>
II. Home Life (Unit 6)	<i>QTR 2: October-December</i>
III. Sports and Leisure (Unit 7)	<i>QTR 3: January - March</i>
IV. Daily Routines (Unit 8)	<i>QTR 4: March – April</i>
<b>Review and Preparation for TUHSD Credit Exam</b>	<i>QTR 4: May</i>

**This is an ACADEMIC, HIGH-SCHOOL level course!**  
**High Expectations + High Rigor = High Achievement**

## 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.

### Grading Scale

Letter Grade	Percentage
A	90 – 100
B	80-89
C	70-79
D	60-69
F	59 and Below

- Student grades reflect student achievement and not student behavior.

### Grade components:

Class participation.....	10%
• “Solamente español”	
• Classwork	
• Quarterly Binder Checks	
Homework.....	10%
• Home Practice	
• Conjuguemos.com assignments	
Assessments.....	80%
• Chapter Tests	
• Vocabulary/Grammar Quizzes	
• Projects	
• Exit tickets	
• Writing assessments	

### Binders:

For the class, students will need **at least** a 1.5-inch, sturdy, three-ring **view** binder (recommended brand that will last all year: *Staples Better D-ring View Binder with rubberized edging*), seven dividers (that may be labeled), and reinforcements.

Students will maintain their binders on a daily basis. The binder will be considered a Class Participation grade at the end of each quarter. Every week, I will post an updated **Binder Checklist on my teacher webpage** (accessible via the Aprende Middle School webpage). This will be listed along with homework. If a student is absent, it is HIS/HER responsibility to get all assignments and notes the day he/she returns. Students will head all papers that go in his/her notebook in Spanish with name, period, date, and assignment as follows:

Nombre	(Name)
Hora	(Class period)
Fecha	(4/9/18) (Date – day/mo/year)
Actividad	(p. 34) (Activity)

If a student’s homework is late due to an EXCUSED ABSENCE, please mark paper as follows:  
**AUSENTE = absent.**

Organize the binder as follows:

**TITLE PAGE:** This will be placed in the plastic insert on the front of your three-ring view binder. It should have the following information printed in the center:

Your name (English first name, Spanish nickname, English last name)  
 Subject, Level, Class Period  
 Teacher's Name

**Sample Title Page:**

*Caitlyn "Catalina" Johnson  
 Español, 8<sup>o</sup> grado, 4<sup>a</sup> hora  
 Señora Adams*

**I. INFORMACIÓN:**

This section begins with the Course Syllabus and will include other papers as directed by the teacher.

**II. GRAMÁTICA:**

This section will include grammar-related notes and handouts.

**III. CONTRASEÑAS:**

This section will include all of the Passwords for the entire year.

**IV. VOCABULARIO:**

This section will include lesson vocabulary from each Unit and other relevant vocabulary.

**V. COMUNICACIÓN Y CULTURA:**

This section will include written work that deals with oral and listening activities such as dialogs or other paired work. It will include work that deals with the culture of the country: geography (maps), history, food, music, holidays, traditions, etc. It will also include most Daily Warm-Ups (*Actividad de Entrada*).

**VI. TAREAS:**

This section will include all homework papers that do not belong in the other sections.

**VII. PRUEBAS:**

This section will begin with the "My Quiz Summary" sheet, followed by all written quarterly quizzes.

**Suggested Resource Materials:**

- Pocket Spanish>English, English>Spanish dictionary (i.e. Harper-Collins Spanish-English College Dictionary)
- Conjuguemos.com
- Wordreference.com can also be used as a reference to translate one word at a time.
  - o I highly recommend the app!
- **\*\*Using any other online translator WILL BE CONSIDERED CHEATING AND RESULT IN A MANDATORY DO-OVER (to be completed after school with me).**
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**Supplies (please bring to class everyday):**

- School binder (which should contain Spanish divider section with all **seven** dividers),
- **Two** red pens
- **One** highlighter (of any color)
- Pencil pouch (can be the same one used for all classes) with many pencils.
- Plenty of lined paper.

**Class Expectations:**

1. **Be respectful** to yourself, your peers, myself, and the classroom environment.
2. **Be prepared.** Bring materials to class everyday. These include your Spanish binder (which should contain assigned homework), a red pen, pencil, and paper.
3. **Be positive.** No whining allowed! Be an attentive and enthusiastic learner.
4. **Be on time,** seated and ready to begin “El Empiezo” by the time the bell rings.
5. **Be active** in all classroom activities and speak Spanish whenever possible.
6. **No food, drink (except water), or GUM (automatic lunch detention) in class.**

**Homework:**

Homework prepares students for successful performance in class, on quizzes, and on tests. Students must have assigned homework upon entering the classroom. I expect all assignments to be completed carefully and accurately. If the student has a question about a particular assignment, he or she is encouraged to attend Thursday Tutoring. **NO LATE HOMEWORK WILL BE ACCEPTED.** Homework assignments will be posted on my teacher webpage and will be checked/graded as follows:

	3pt HWs	10pt HWs	REQUIREMENTS
✓+	3	10	HW is 100% complete; work shows time and effort.
✓	2	range of 9-7	HW is almost complete; some answers are missing; work does not reflect full effort.
✓—	1	6 and below	HW has been started; many questions unanswered; almost no effort put forth; did not follow instructions.
⊖	0	0	HW not turned in/not yet started.

**\*\* Spanish II Tutoring:**

I will offer Tutoring on **THURSDAYS after school from 3:10-3:55pm. Re-takes will occur on Fridays during lunch,** or by appointment prior to the deadline for students with 70%+ on original quiz.

**QUIZ-RETAKE POLICY**

You have the opportunity to re-take a maximum of **TWO** quizzes (NOT tests!) of your choice, per quarter, for a higher grade. The following criteria are required:

- If you receive below a 70%, you are greatly encouraged to re-take the quiz, however you will be **REQUIRED** to attend a Thursday Tutoring Session to receive extra help, and re-take will occur on Friday.
- If you receive above a 70%, you are **NOT** required to attend a Tutoring Session, but you may if you desire. Please speak with me to schedule when you would like to complete the Re-Take.
- You must re-take the quiz within **one week** of when it is returned to you. It is your responsibility to keep track of these dates by using your *Quiz Summary/Resumen de Pruebas* which is in the “Pruebas” section of your binder.
- You can only re-take a quiz **ONCE**, not multiple times!
- The score you receive on the **re-take** is the **final score** that goes in my grade book (not an average of the two and not the higher of the two). So be sure to study prior to attending a tutoring session!!
- ALL STUDENTS are required to **make Quiz Corrections in red pen.**
  - For scores below 70%, quiz corrections should be completed **PRIOR TO ATTENDING** Tutoring Session.
  - For scores above 70%, please submit your corrections when you come in to complete the Re-take.
- Parent signature is required on the original quiz.

We, \_\_\_\_\_ and parent/guardian, have read the letter to  
(Student First and Last Name)

parents and the information regarding grades, homework, notebooks, and classroom expectations. We understand that these information sheets will be kept in the student's Spanish binder for future reference.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

Parent/Guardian, please fill out the following information for communication purposes:

\_\_\_\_\_  
Print your name

\_\_\_\_\_  
Print Address (optional)

\_\_\_\_\_  
E-mail (please write as clearly as possible, thank you!)

\_\_\_\_\_  
Best time and place to reach you

\_\_\_\_\_  
Phone number

**OTHER IMPORTANT INFORMATION THAT I WOULD LIKE YOU TO KNOW ABOUT MY CHILD (optional):**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_