



Webb Bridge Middle School
2021-2022 Spanish 6th Grade SYLLABUS

*Through an inclusive community, we commit to cultivate each facet of each child in order to
have a positive impact on tomorrow's world.*

Exemplifying Excellence Every Day through the Webb Way!

Respect • Responsibility • Citizenship • Perseverance • Integrity • Positivity

1. Teachers:

<u>Teacher Name</u>	<u>Email</u>
Irina Abarca	abarcai@fultonschools.org
Carmen De Los Heros	mostajoc@fultonschools.org
Lorena Galloway	gallowayl@fultonschools.org

2. Textbook:

We do NOT use a textbook in 6th grade; therefore, it is imperative that students maintain a well-organized binder/notebook of class handouts and notes.

3. Course Description:

This course is designed for students beginning World Language in middle school who are motivated to learn the language and culture of the Spanish-speaking world. Students will develop listening comprehension and oral communication skills in accordance with the Georgia Performance Standards (**GPS**) for World Languages. Grammar is addressed as needed to perform tasks and is NOT the foundation on which the curriculum is designed. Students will develop reading and writing skills to support listening and speaking skills. **The course is taught 95% in the target language, Spanish, according to Fulton County World Language objectives.** This equates to 2-3 minutes per 45-minute class period during which English may be spoken. Goals and objectives for students with Individual Education Plans and/or 504 Plans will be addressed in the course. Students will apply reading comprehension skills throughout this course. Students will apply reading comprehension skills throughout this course.

4. Course Outline:

First Semester	Second Semester
Unit 1 – Basic Greetings and Farewells, Alphabet and Numbers	Unit 6 – School Objects and Subjects
Unit 2 – Spanish-speaking Countries	Unit 7 - Descriptions
Unit 3 – Calendar and Weather	Unit 8 - Family

Unit 4 – Colors and Clothing	Unit 9 - Food
Unit 5 – Pastime Activities	

The information provided below pertains to policies and procedures consistent in every Webb Bridge Middle School classroom.

GRADING CATEGORIES AND WEIGHTS:

All middle school course gradebooks at WBMS are set up the same:

- **60% - Major:** An assignment or assessment that is cumulative in nature, measuring multiple standards/skills, and/or when there is a significant amount of dedicated instructional time devoted to the content being assessed. *Major assessments evaluate learning and standards mastery at the end of an instructional unit; possibilities - tests, projects, presentations, papers, and performance-based assessment.*

- **40% - Minor:** An assignment or assessment that measures an individual standard or subset of standards/skills within a unit and/or when there is a small amount of dedicated instructional time devoted to the content being assessed. *Minor assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit; possibilities - quizzes, classwork, **graded** homework.*

- **0% - Practice:** Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills. *Practice assessments monitors, provides feedback, and checks in on student learning throughout the instructional unit but does not count in the course grade*

GRADING SCALE

Letter grades will be assigned according to Fulton County’s approved grading scale, which is as follows: A—100-90, B—89-80, C—79-70, F—69-0.

INFINITE CAMPUS-Campus Parent and Campus Student Portal

The Infinite Campus portals - Campus Parent and Campus Student - provide access to information for all enrolled students in their household. Information includes grades, attendance, assignments, and school announcements.

Have questions regarding your Parent/Student Portal account? Help is available by calling 470-254-2700 Monday through Friday, 7:30 a.m. - 6:00 p.m. or by emailing campusparent@fultonschools.org

Please click here for more information- <https://www.fultonschools.org/infinitecampus>

LOST/DAMAGED BOOK POLICY

Students are financially responsible for all books issued by Webb Bridge Middle School. Textbooks may not be left in classrooms, and teachers are not responsible for students’ books once books have been issued to the student. The copy issued to the student must be turned in at the end of the course. Students will not receive credit for turning in another student’s book, and students may not turn in replacement books. The cost of replacement will be assigned to any student that fails to turn in the exact book she/he was issued and/or to any student that turns in a damaged book.

MAKE-UP WORK POLICY

Students should make every effort to complete any missing work in a timely manner. Student must complete any make-up work at least ten (10) school days prior to the end of the grading period. The student and/or parent/guardian must assume the responsibility for contacting the teacher about any missing work. If the work is satisfactory, no matter if the absence was excused or unexcused, full credit should be given.

LATE ASSIGNMENTS:

In an effort to promote accountability, responsibility, and executive functioning growth, students are expected to submit academic work on the due date assignment by teachers. Work that is not turned in should be marked as a “NHI”, until a student turns it in, which counts as a zero in the gradebook.

WBMS RECOVERY POLICY

Re-teaching/Reassessment/Recovery

Student grades represent what a student knows, understands, and can do. To that end, if students are failing, they are not learning.

- All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment, per course.
- Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 79. ***For clarity, grades should be input into the gradebook as “highest grade.lowest grade” EX: 79.65***
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given (exceptions can be made for students who have excused absences during this five-day window).

If students are struggling, these are suggested academic skills to avoid reassessment may include:

- Regularly attended help sessions
- Conferenced with teacher
- Completed all unit work
- Actively engaged in class
- Ask and respond to questions in class
- Completed study aides prior to assessments when provided
- Participate in class activities
- Taken notes and create study aides

WBMS CONTENT HELP SESSIONS SCHEDULE

HELP SESSION SCHEDULE (Students may attend any teacher's help session)

Monday—ELA/Reading/World Language

Tuesday--None

Wednesday—Math

Thursday— Social Studies and Connections

Friday—Science

COMMUNICATION WITH FACULTY

[WBMS Communication Protocol](#)

HONOR CODE:

To embrace our value word integrity and to encourage good study habits, fair competition, and positive development in the area of academics, the Webb Bridge faculty supports a strong policy for academic honesty. Student assignments turned in for grading should be the sole work of that individual student. To prevent cheating, including plagiarism, students may not collaborate with other students or adults on their assignments unless the teacher has given explicit permission to do so. This includes the giving or receiving of information in any manner, including electronically. In situations where collaboration is allowed, the teacher will clearly define what level of collaboration is appropriate. Under no circumstances is it acceptable for two students to submit identical work, unless the assignment included a group component that makes it permissible or copy and paste from a resource. Students are encouraged to consult with their teacher regarding what level of collaboration is acceptable prior to completing an assignment.

An environment of academic integrity is the work of all members of the WBMS community; thus, the duty to report any part of academic dishonesty falls on all including students. If any community member suspects or witnesses academic dishonesty, he or she is required to report the incident immediately (within 24 hours) to his or her teacher or administrator. Students who knowingly make false accusations are subject to disciplinary consequences.

Students who are found in violation of the WBMS Honor Code Policy will receive academic and disciplinary consequences. Students will be responsible for re-assessment up to 70 percent and disciplinary consequences will be based on the student's responsibility cycle. Classroom teachers will handle infractions that fall in the formative assessment category; grade level administrators will handle infractions that fall in the summative assessment category.

Students will learn about the school honor code and will sign an integrity commitment in Compass.

*No electronic device may be displayed during any assessment without the explicit direction from the teacher. Violating this requirement may result in an Honor Code violation.

The goal of the Fulton County Schools World Languages department is to guide students in their mastery of the national performance standards, adopted by the State of Georgia.

For Modern Languages, these standards consist of “The 5 Cs”:

Communication – students will engage in conversations, understand and interpret spoken and written language, and present information on a variety of topics.

Culture – Students will learn about target culture products, practices and perspectives.

Connections – Students will connect aspects of their target language learning with information acquired in other subject areas such as math, science, social studies, English and the arts.

Comparisons – Students will demonstrate an understanding of the nature of language and culture, making comparisons between those of the target language and their own.

Communities – Students will find and engage in the target language outside of the school environment and show evidence of building a life-long skill for their own personal enjoyment and enrichment

By the end of middle school, students will be in the novice-mid proficiency level in the target language of which they are studying. For more information regarding what students can do by the end of middle school world language coursework, please refer to the following link: <https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements>