FVS Spanish 8 A Syllabus

Course Description

Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 90 lesson days formatted in an intuitive calendar view, which represents an ideal blend of language learning pedagogy and online learning. Each Unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course Objectives

* Engage in language learning * Master common vocabulary terms and phrases * Comprehend a wide range of grammar patterns * Instigate and continue simple conversations, and respond appropriately to basic conversational prompts * Generate language incorporating basic vocabulary and a limited range of grammar patterns * Read, write, speak, and listen for meaning in basic Spanish * Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries * Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Student Expectations

Be a self-starter; have the maturity and motivation to work independently. • Use time wisely, be organized, be self-directed, and be willing to use new modes of communication and learning. • Be willing to put in the needed time; read the text carefully, and actively participate in online class activities. • Check communication frequently; get all assignments in during the week, and discuss any concerns and questions with the instructor immediately. • Have regular access to a computer/tablet that meets minimum requirements. Have basic computer skills and be able to navigate the internet. • Download necessary course materials. • Reach out to your instructor for help as needed. • Establish a regular routine for checking for course communication and participating in course activities. • Be sure to check in for the first time within 1-2 days at the start of the term. • Reach out to your instructor to introduce yourself and your needs. • Read the course syllabus and check for any special instructions from the instructor; be aware of any instructor expectations as well as any assignment/activity deadlines. • Follow the assignment calendar.
Communication

Contact the instructor through established course communication (GeniusSIS, Edgenuity, Text, Email, Phone Call, Skype/Google Hangout). • Reach out to support offices for help as needed (i.e., library, counselor). • Check communication frequently. • Ensure that your instructor has an accurate email and phone number for you and your parents.

Grading Policy

You will be graded on the work you do online and the work you submit electronically to your teacher. The approximate weighting for each category of graded activity is listed below. Grade weights may vary by the number of activities in the course. Enrolled students will receive more information about grading weights at the beginning of the term.

- At least 20% for Final Exams
- At least 30% for Performance Based Assessments
- Approximately 50% for other activities to include but not limited to reading, cultural reports, and writing.

All of the grades that you receive online will be recorded in Powerspeak. To view your grades in Powerspeak, click on your Course under Course list; click Next Activity, Click Red Apple Icon in Powerspeak.

Fulton County Schools Grade Recovery Policy

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.

Due Dates

The Fulton Virtual School’s policy is to allow students to work at an individualized pace in the course. You are expected to work at your own pace and have the course finished by the last day of the class. You are expected to show the same level of commitment as you would in your traditional school setting.
Scope and Sequence

When you log into the Virtual Classroom, you can view the entire course map, which provides a scope and sequence of all topics you will study. Clicking a lesson’s link in the course map leads to a page listing instructional activities, assignments, and learning objectives specific to that lesson. The lessons in this course align with the following themes:

- Theme 1: Professions
- Theme 2: Clothing
- Theme 3: At home
- Theme 4: The body
- Theme 5: Reflexive verbs
- Theme 6: Cognates
- Theme 7: On vacation
- Theme 8: Conversations

Georgia Performance Standards

This course is correlated to the Georgia Performance Standards. If you would like more information on the GPS, please visit: https://www.georgiastandards.org/standards/pages/BrowseStandards/ModernLanguageLatin.aspx.

World Language Standards

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.

For Latin, these standards consist of “The 4 Cs”:

Communication – students will read passages, comprehend spoken Latin phrases, quotations, and expressions, and provide accurate, written English translations.

Culture – students will demonstrate an understanding of perspectives, practices, and products of the Greco-Roman culture.

Connections – students will reinforce and further the knowledge of other disciplines through the study of Latin.

Fulton Virtual School Academic Integrity Policy

In a virtual learning environment, honesty and integrity are integral traits for academic success. At Fulton Virtual, we believe that all students must show integrity in the completion and submission in all aspects of the academic experience. Therefore, no forms of cheating, assisting others in cheating, and/or plagiarism (passing off the work of others as if it is your own) will be tolerated.

When collaboration is necessary to complete tasks and projects, Fulton Virtual School instructors will provide students with advance notice. Thus, all work is considered an individual assignment unless otherwise noted. The following list of dishonest behaviors has been compiled to assist you. This list is by no means exhaustive, and each infraction of academic dishonesty will be handled the virtual instructor on an individual, case-by-case basis.

Dishonest behavior includes, but is not limited to:

1. Plagiarism. Plagiarism can be defined as the inclusion of another’s ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.
2. Unauthorized use off another person's password/login. Student logins/passwords are confidential information that should not be shared with others.
3. Cheating. Cheating can be defined as the act or attempted act of deception by which a student seeks to misrepresent his submitted work as uniquely his own completed without assistance. Cheating includes copying another student’s work and submitting it as your own.

4. Impersonation. Performing work or taking an examination for another student or allowing someone to do so for you.

5. Falsification and/or misrepresentation of data. This can be defined as the submission of false or contrived data or sources.

6. Computer crimes. This may include damaging computer programs, hacking, constructing viruses, introducing viruses into a system, copying programs, etc.

**Academic dishonesty will result in one or more of the following actions:**

- Loss of grade points
- Removal from the course
- Failure to receive credit for the course
- Loss of eligibility to earn credits through Fulton Virtual Schools

Fulton Virtual School instructors have the authority to require that students perform other tasks or undergo additional assessments in proctored situations. If a Fulton Virtual School instructor suspects that there is a problem with academic integrity, the administrators of both the local school and Fulton Virtual School will be informed. Failure to follow these guidelines may result in removal from your virtual course without further warning.

**All Fulton Virtual Students Must Agree and Adhere to the Following Academic Integrity Guidelines:**

- I understand and will support and will abide by the guidelines set for in the Fulton Virtual School Academic Integrity Policy.
- I will not personally cheat (i.e., use unauthorized materials in completing my assignments and assessments), and I will not help others cheat.
- If I become aware of anyone else’s cheating or use of unauthorized materials (or any other violations of Fulton Virtual School’s Academic Integrity Policy), I have a personal responsibility to report the matter to an instructor or administrator.