

**Autrey Mill Middle School**



**World Language Course Syllabus**

**Eighth Grade Spanish  
Autrey Mill Middle School  
2022-2023**

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**Spanish Help Sessions: TBD**

**Course Description:**

Eight Grade Spanish is the second half of level I High School Spanish. Students must pass both semesters of this course to be promoted to Spanish 2/ 2H. This course provides instruction that continually encourages students to use Spanish to communicate for authentic, meaningful purposes. The overall goal of the Fulton County Schools World Languages Program is to guide students in their mastery of the national performance standards adopted by the State of Georgia. For World Languages, these standards consist of “The 5 Cs”:

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

**Culture** – Students investigate, explain and reflect on the relationships between target culture products, practices and perspectives.

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

**Communities** – Students find and engage in the target language outside of the school environment and set goals and reflect on their progress in using the language for enjoyment, enrichment and advancement.

- ✓ Classes are held almost entirely in Spanish (with numerous visuals, props, interactive technology, gestures, etc. to aid in comprehension), and students are challenged to think critically in order to construct meaning. Classroom activities in Spanish require teamwork as students use the language for communicating and for developing intercultural competence.
- ✓ Students will have opportunities to experience the products, practices and perspectives of Hispanic cultures through holidays, foods, music and more.
- ✓ Assessment will be ongoing and include tests, quizzes and performance tasks that allow students to demonstrate what they know and can do in Spanish in real-life situations.
- ✓ Our course outline will cover level I units 4-6 of the book. The topics will include *Los pasatiempos y deportes*, *Las vacaciones*, and *De Compras*, among other topics.

**Textbook:**

*Descubre I*. Vista Higher Learning. All students have access to the textbook online and a paper copy through the Media Center, plus a workbook.

In case of damage or loss of the materials, replacement cost will be determined by the school Media Center.

## Vista Higher Learning:

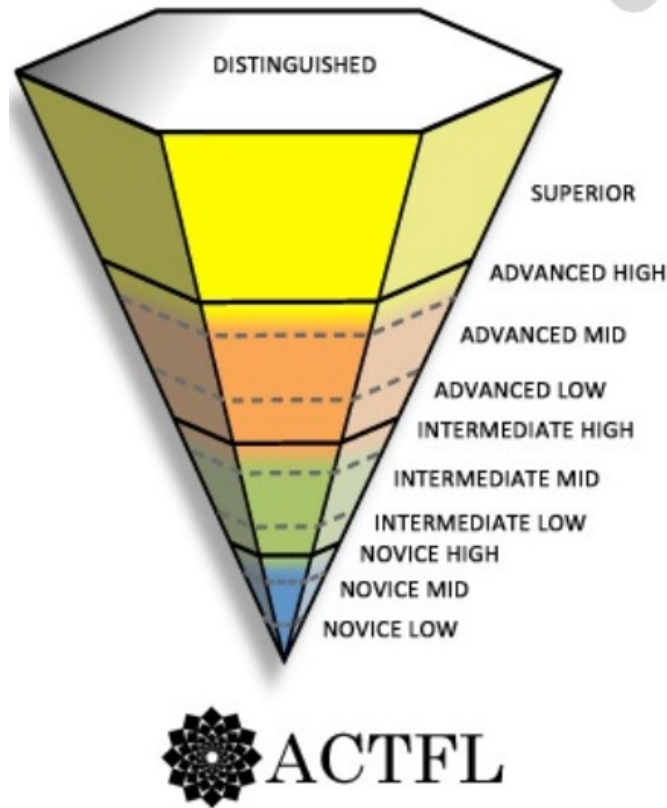
All 8th grade Spanish students will join the Vista Higher Learning account for their class period at [www.vhlcentral.com](http://www.vhlcentral.com) where they will complete vocabulary, grammar explanations, assignments, online book and resources. This resource will be available in Vista Higher Learning online platform all year long.

## Curriculum Pacing:

Semester 1:  
Review lessons 1, 2 and 3  
Los Pasatiempos lesson 4

Semester 2:  
Las vacaciones–Lesson 5  
¡De Compras!–Lesson 6



## Proficiency Targets:



## Expectations:

Profe Alarcón and profe Amato expect students to be

**Respectful & Responsible**  
**Respetuosos & Responsables**

<b>Spanish 1B: Units 4 -6 (1st semester)</b>	<p><b><u>Unidad 4 los pasatiempos:</u></b> <b>¡Vamos a hacer mucho!</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▪ Pastimes</li> <li>▪ Sports</li> <li>▪ Places in the city</li> <li>▪ Giving/Asking for directions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Ir</i></li> <li>▪ Stem changing verbs</li> <li>▪ Verbs with irregular <i>YO</i> form</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Panama, Costa Rica, Nicaragua, El Salvador</i></li> </ul> <p><i>Dia de los muertos around the world</i></p> <p><b>Projects:</b> <i>Mi deporte/pasatiempo favorito; El amigo secreto</i></p> 	<p><b><u>Unidad 5 las vacaciones:</u></b> <b>¡Vamos a viajar por el mundo!</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▪ Travel and vacation</li> <li>▪ Months of the year</li> <li>▪ Seasons and weather</li> <li>▪ Ordinal numbers</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Estar</i> with conditions and emotions</li> <li>▪ <i>Ser</i> and <i>Estar</i></li> <li>▪ Present progressive</li> <li>▪ Direct object nouns and pronouns</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Puerto Rico, Republica Dominicana, Cuba</i></li> </ul> <p><i>Cumpleaños/Quinceañera</i></p> <p><b>Project:</b> <i>Mi super héroe; Vacaciones en ...</i></p> 	<p><b><u>Unidad 6 de compras:</u></b> <b>¡Vamos a estar a la moda!</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>▪ Clothing and chopping</li> <li>▪ Negotiating a price and buying</li> <li>▪ Colors</li> <li>▪ More adjectives</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>▪ Saber and conocer</li> <li>▪ Indirect object pronouns</li> <li>▪ Preterite tense of regular verbs</li> <li>▪ Demonstrative adjectives and nouns</li> </ul> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Honduras, Guatemala, México.</i></li> </ul> <p><i>Cinco de mayo</i></p> <p><b>Project:</b> <i>Desfile de modas; El mercado</i></p> <p style="text-align: center;"><b>Final Project Story Book</b></p>

### Grading Policy – HS World Languages Syllabus SY2022-23

Include in Syllabus		Additional Information
<b>Grading Scale</b>	<ul style="list-style-type: none"> <li>A – 90 and Above</li> <li>B – 80-89</li> <li>C – 70-79</li> <li>F – 69 and below</li> <li>W - Withdrawn</li> </ul>	<p><b>Codes in Infinite Campus:</b> W – Withdrawn; NG – No Grade;</p> <p>I – Incomplete; M - Missing</p>
<b>Grading Weights</b>	<ul style="list-style-type: none"> <li>• <b>55%:</b> Major assessments</li> <li>• <b>35%:</b> Minor assessments</li> <li>• <b>10%:</b> Practice assessments</li> </ul>	<p><b>Majors</b> – an assignment that is cumulative in nature, representing multiple standards and skills. Assignments in this category may include unit tests, long-term projects and Performance-based Assessments (PBAs). <u>At a minimum, two grades per 9 wks.</u></p> <p><b>Minors</b> – An assignment that measures mastery of a single skill or learning target. Assignments in this category may include quizzes, short speaking presentations and daily lab activities. <u>At a minimum, three grades per 9 wks.</u></p> <p><b>Practice</b> – An assignment that is intended to allow students to make mistakes as they practice skills recently learned in class. Assignments in this category may include homework, class participation, exit tickets, and other classwork. <u>At a minimum, three grades per 9 wks.</u></p>
<b>Final Exam</b>	If a final exam is given, it will be weighted as one major assessment of the semester in which it was given.	

<p><b>Late Policy</b></p>	<p>Late work if a student is not absent from class will be subject to a 25% penalty.</p> <p>Students who are absent will have an equal number of school days as they were out to turn in late assignments.</p>	<p>After 1 week of an assignment being marked as late, it will then become “missing” and a 0 will be entered.</p>
<p><b>Recovery Policy</b></p>	<p>Students may recover their grade on any <b>MAJOR</b> assignment for which they made <u>below a 75%</u>. Recovery of a major assessment should occur before the next major is given. A replacement grade on a recovery will be no higher than 75%.</p>	<p>Original grade to be noted in the Comment section of the gradebook. If the original grade is higher than the recovery grade, the original grade will be used.</p>
<p><b>Specialized Group Reporting</b></p>	<p>English learners, students with disabilities, and students with 504 plans will receive accommodations and/or modifications on all major and minor assessments and practice assignments as identified in their IEP, EL Strategy and Accommodation Plan, and/or 504 Accommodation plan.</p>	<p>These plans are developed by designated teams and are based on individual student needs.</p>
<p><b>Communication to Parents</b></p>	<p>Progress Reports (Every 4.5 Weeks)</p> <p>Report Cards (End of the Semester: 18-week and 36-week)</p>	<p>All teachers should utilize communication strategies such as email correspondence, telephone conferences, virtual meetings, student-teacher or parent-teacher conferences, informal notes, written feedback on student work.</p> <p>Communication should be given to indicate areas of strength, opportunities for growth, and directives on how to improve mastery of the standards. Communication should also include information about a student’s attendance and progress on non-academic skills.</p> <p>Leading into the senior year, every student will be notified of their <u>current standing and what courses they need to complete to graduate</u></p>
<p><b>Non-Academic Skills</b></p>	<p>This year, each student will receive feedback in the 4 areas below:</p> <ul style="list-style-type: none"> <li>• <u>Self Direction</u> – is the student on task during independent work time?</li> <li>• <u>Collaboration</u> – is the student fulfilling their role during group work?</li> <li>• <u>Problem-Solving</u> – does the student attempt to find solutions when they are stuck?</li> <li>• <u>Work Habits</u> – Does the student consistently turn in work on time and submit work that reflects their best effort?</li> </ul>	<p>Non-academic skills will be reported in a separate section from academic performance. Feedback will be given to students and parents/guardians every 9 weeks on the progress report/report card.</p> <p>Fulton County Schools will use the following key to report non-academic skills critical to student success.</p> <ul style="list-style-type: none"> <li>• Consistently Demonstrates</li> <li>• Often Demonstrates</li> <li>• Sometimes Demonstrates</li> <li>• Rarely Demonstrates</li> </ul>
<p><b>Academic Integrity</b></p>	<p>Cheating and plagiarism will not be tolerated in school. Incidences of cheating and/or plagiarism will have either academic or behavioral consequences as determined by the teacher in conjunction with administration, up to and including OSS for repeated offenses.</p>	<p><b>Cheating examples</b> – Sharing test, quiz, or homework answers or content with other students; Using an online/digital translator or other outside resources without permission; Putting one’s name on another’s work as your own, among others.</p> <p><b>Plagiarism examples</b> – Failing to properly cite evidence or material from an outside resource; Copying/pasting sentences or more from another source and claiming the work as your own.</p>