



Taylor Road MS

7th grade Spanish Program Outline 2021 - 2022



Profesoras: Francis Geiger Room: 159

Kayleigh Tilton Room: 121

E-mail: geiger@fultonschools.org

tiltonk@fultonschools.org

Phone number: (470) 254-7090

Supersite: <https://vhlcentral.com>

Students Support Line: 800-248-2813

Course Description & Objectives:

Seventh grade Spanish is the first half of first year High School Spanish, with an emphasis on speaking, listening, reading and writing. A student will earn a High School Carnegie Unit at the completion of eighth grade Spanish course.

Spanish 1 is designed to teach the basic elements of the Spanish language and culture. Through short dialogues using everyday vocabulary, students will begin to speak, read, write, and understand conversational Spanish. Students will be engaged in a variety of activities to foster a better understanding of the language and the culture. Students will be accustomed to the instruction in the target language. By the end of level, I, target proficiency level in listening, speaking, and writing is **Novice-Mid** and **Intermediate Low** for Reading. After completing this course, you will be able to talk about self and others, tell time, school, and family. An additional objective of this course is to develop an understanding and appreciation of Spanish speaking people, their culture and civilizations. Since language occurs in social situations, you will often be expected to work efficiently in pairs and/or in groups.

Learning a language is a beneficial and unique experience that combines skills that students learn in language arts, social studies, and math. Fulton County's research-based goal of 90% target language use in class boosts student proficiency, but it also requires close attention from students every day. The World Language classroom is the main vehicle for learning a language. Regular attendance in the class is crucial. Students do not learn languages simply by sitting passively in the classroom over a period of time but rather by taking risks and getting involved in all class activities on daily basis.

On the First Semester: Lección 1.1 - 2.2

Students will learn to greet people in Spanish, say goodbye, identify themselves and others, say where people are from, learn some courtesy expressions, nouns and articles (definite and indefinite) numbers 0-30, present tense of "ser" and subject pronouns, telling time. Students will learn as well about the classroom and school life, discuss everyday activities, days of the week, school subjects, class schedules, present tense of regular AR verbs and verb "gustar"

Second Semester: Lección 2.2 - 3.4

Students will learn, forming negative sentences, verb gustar, asking questions in the target language, present tense of "estar", preposition of location, numbers 31 and higher, also they will learn to talk about their family and their relationship, professions and occupations, descriptive and possessive adjectives, present tense of ER and IR verbs and Present tense of the verb "tener" and "venir"

Grade Scheme:

A	90 and above
B	80 - 89
C	70-79
F	70 and below
W	Withdrew
NG	No grade (enrolled fewer than 20 days of grading period)
INC	Incomplete (principal approval- absent for extended period)

Fulton County

Academic Grading Scale:

Student evaluations are weighted as follows:

Major Assessments:	50%
Minor assessments	35%
Practice:	15%

Major Assessments: 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.

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.

Practice: Daily assignments, observations, and/or engagement activities given in class or for homework given to students to build and/or remediate skills.

Recovery on Assignments/Assessments K-12:

Board Policy states: All students will have one (1) opportunity every nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for 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**.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five (5) school days before the end of the 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)

Special Education:

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

Homework Expectations:

The student is expected to complete homework assignments. In addition to written homework, the student is expected to review each day's lesson, study vocabulary, and practice vocabulary and phrases out loud by himself or with someone at home if possible. If an assignment is not turned in, students may be given a working lunch the next day with points deducted from their HW/ CLASSWORK grade.

Textbook: Descubre 1 by Vista Higher Learning (2017)

Replacement cost: \$95.00

Workbook cost: \$20.00

A set of textbooks is available for classroom use. Students may **NOT** take these books from the classroom. However, extra textbooks are available should a student wish to have one for personal use. There is an online version of the textbook in the **Super site** called **Vtext** as well.

Supersite: <https://vhlcentral.com>

Log in: students' lunch [#@fcstu.org](https://fcstu.org)

Password: Upper case 1st letter of last name and birthdate (2 digits month/2 digits day/ last 2 digits of year)

Students Support Line: 800-248-2813

Mon-Fri: 8:00 am - 9:00 pm EST

Sat: 11:30 am - 8:00 pm

Sun: 11:30 am - 9:00 pm

Fulton County Goals

The goal of Fulton County Schools World Languages is to guide students in their mastery of the FCS World Languages Prioritized Standards [adopted from the American Council on the Teaching of Foreign Languages (ACTFL) national performance standards] by providing proficiency-based instruction that is personalized to student needs.

World Languages Prioritized Standards:

Interpersonal Mode of Communication

MLI.PS1.IP1

Students are able to express, in spoken and written language - basic greetings, farewells, courtesies, likes, dislikes, emotions and agreements/disagreements.

Interpersonal Mode of Communication

ML1.PS2. IP2

Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

Interpretive Mode of Communication (INT)

ML1.PS3.INT1

Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

Presentational Mode of Communication (P)

MLI.PS4.P1

Students will be able to give basic information about self and others.

Cultural Perspectives, Practices, and Products (CU)

MLI.PS5.CU1

Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

Connections, Comparisons, and Communities (CCC)

ML1.PS6.CCC1

Students are able to identify geographical locations such as countries, cities and features.

Connections, Comparisons, and Communities (CCC)

ML1.PS7.CCC2

Students compare and identify patterns and behavior of target culture as well as their own.

Connections, Comparisons, and Communities (CCC)

ML1.PS9.CCC3

Students compare basic elements of their target language to their own, recognizing differences in sound, writing, cognates and intonation.

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.

Reminders and others classroom information

For important information regarding assessments and/or due activities.
Students and parents can refer to Team General Channel

Teacher/Parent Communication:

The role of teacher/parent communication is an important one for the success of the student. Conferences about student and his progress are available upon request. Best way to reach teachers is email

Sra. Geiger: geiger@fultonschools.org

Sra. Tilton: Tiltonk@fultonschools.org

Absence Make-up Procedure:

FCBOE Policy JBD-Upon returning to school following an absence, it is the student's responsibility to contact the teachers to request make-up work. Make-up work must be completed by the students within the time specified by the teacher. At TRMS, the student will be given the same amount of time to make up the work as the student was absent unless other arrangements are mutually agreed upon. The student will receive the actual grade on the make-up work if the absence was "excused".

Classroom Procedures and Expectations:

The student is expected to:

1. Come prepared to class daily with assignments and materials, including a composition notebook, devices, headphones, pencil, and agenda.
2. Arrive on time.
3. *Respect himself/herself and others.*
4. Raise his/her hand before speaking.
5. Respect others' space.
6. Participate actively in class by using as much Spanish as possible.

Technology Policy

Fulton County Schools' personalized learning with one-to-one devices has provided students the opportunity to take ownership of their learning and be more engaged. Students are expected to bring their device to school each day fully charged. Students opting not to have a Fulton County device are still expected to have a device that they can use for classroom activities. World Language department practice is that you may use electronic devices only when your teacher directs, and only for educational purposes. Unauthorized use may result in consequences including parent contact, detention, or disciplinary referral.

Discipline Guidelines:

All students are asked to exhibit behavior that impacts the class positively. If a student chooses to engage in inappropriate behavior, a verbal warning will be given. Then if the behavior continues, the parent will be call and a detention may be assigned. Students are also expected to abide by the rules of conduct in the TRMS Student Handbook.