Syllabus

Mrs. O’Kelley 6th Grade Spanish

okelley@fultonschools.org 2014-2015 Academic Year

<http://www.okelley.weebly.com> Haynes Bridge Middle School

<http://edmodo.com/okelleyspanish>

Course Description

This course is designed to meet the Fulton County standards for World Languages at the 6th grade level. This course is designed for students who have no prior world language studies. The course will last for 2 semesters and is designed to meet the National Standards for Foreign Language in reading, writing, listening, and speaking at the Novice level. By the end of the course, each student will be able to:

* Engage in brief conversations; provide and obtain information
* Understand written and spoken Spanish
* Present information in verbal and written form
* Become aware of the practices of various Spanish-speaking cultures
* Demonstrate understanding of the concept of culture

Because we will not be using a textbook, it is essential that each student has a binder or folder with pockets to store material from class. Students will only use pencil or blue or black ink. Failure to adhere to this policy will result in a loss of credit for the assignment.

Course Outline

Each 3 week unit will involve instruction on the vocabulary associated with the given topic and relevant grammar points.

Fall Semester (18 weeks)

* Unit One: *Greetings, Weather, Days of the Week*
* Unit Two: *Months and Seasons, Basic Descriptions, Likes and Dislikes*
* Unit Three: *School Activities, Places Around Town*
* Unit Four: *Celebrations and Culture*
* Unit Five: *Family Members, Describing People*

Spring Semester (18 weeks)

* Unit Six: *Parts of the House, Furniture, Colors*
* Unit Seven: *Clothing, Outings and Vacations*
* Unit Eight: *Numbers to 100, Saying the Date, Birthdays, Age*
* Unit Nine: *Food, Animals*

Grades

The Fulton County grading scale is: A = 90-100, B = 80-89, C = 70-79, F = below 70

Performance Based Assessments (30%)

A Performance Based Assessment (PBA) is a structured speaking or writing assessment designed to evaluate the student’s ability to produce in the Spanish language. There will be a minimum of 4 PBAs administered each semester. The PBA rubric can be found on the course website.

Major Assessments (35%)

Major assessments include unit tests, projects, and major oral assignments. There will be a test given after each unit of study. All units will have listening, speaking, and writing components which will test the students’ knowledge of both the vocabulary, grammar, and cultural aspects of the unit. Several projects will be assigned each semester. They will be evaluated according to a rubric.

Minor Assessments (25%)

Minor assessments include quizzes, production based activities, and small oral assessments, such as listening comprehension. Quizzes will be given at random intervals to evaluate progress. Quizzes will cover vocabulary and grammar content recently covered in class. Students will not necessarily be given advanced notice before a quiz. All other types of minor assessments will be evaluated according to a rubric.

Homework and Daily Work (10%)

Almost all written work will be done in class, although students will have some written and reading homework assignments to prepare them for the upcoming lesson or review the previous lesson. Written work will be evaluated according to the nature of the assignment. Students are responsible for reviewing material daily.

Use of External Resources

Students are not, under any circumstances, to use any translating device for the completion of class assignments. Students should complete all work on their own, without assistance from external resources, unless specifically approved by the teacher. Evidence of the use of external resources will result in a grade of “0” on the assignment and an office referral.

Course Credit

Successful completion of this class and its continuation in the 7th and 8th grade year will result in the student receiving one Carnegie Unit (one year) of World Language credit in high school. Grades from only the 8th grade year will appear on the high school transcript.

Placement Options for Future Courses

Students who successfully complete a full year of Spanish 6 have three Spanish placement options for their 7th grade year if they wish to continue studying the language.

Spanish 7B

This course is designed for students who either have no previous exposure to Spanish or who struggled during Spanish 6 and would like a review of foundational concepts. Placement in this course is based on teacher recommendation and parental consent. Students will earn one Carnegie unit of high school credit for successful completion of this course and its continuation in Spanish 8B.

Spanish 7C

This course is for students who successfully completed Spanish 6 and feel that they mastered most or all of the topics taught in Spanish 6. Students are placed in this course unless Spanish 7B or Accelerated Spanish are chosen. Students will earn one Carnegie unit of high school credit for successful completion of this course and its continuation in Spanish 8C.

Accelerated Spanish

Students who earn at least an average of 90% in each semester of Spanish 6 are invited to apply for this rigorous and accelerated program. The Accelerated Spanish Program offers students the opportunity to earn two Carnegie units of high school credit by completing high school Spanish 1 in seventh grade and Spanish 2 or 2 Honors in eighth grade.

Recovery

Middle School Recovery Process from the Board Policy on Grading and Reporting (IHA) Provision for improving grades:

1. 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.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades

Extra Help

Before school help is available daily upon request for students who are struggling or who have missed work due to excused absences. Arrangements must be made in advance.

Communication

Parents who need to contact me by telephone may call the school and leave a message at 770-740-7030. I prefer that you contact me through email at okelley@fultonschools.org. I am available for conferences by appointment only.

The following websites will also provide helpful information:

[www.fultonschools.org](http://www.fultonschools.org) Fulton County Schools

[www.haynesbridge.com](http://www.haynesbridge.com) Haynes Bridge Middle School

[www.haynesbridgeWL.weebly.com](http://www.haynesbridgeWL.weebly.com) World Language Department at HBMS

[www.okelley.weebly.com](http://www.okelley.webs.com) 6th Grade Spanish at HBMS

[www.edmodo.com/okelleyspanish](http://www.edmodo.com/okelleyspanish) 6th Grade Spanish Edmodo Page

Make-up Work

All students are expected to make up any missing assignment due to an absence in a timely manner. See page 3 in the Student Agenda for the specific guidelines.

Late Work

A missing major or minor project may be turned in late for -4 points for each day late for the first five days, and up to 80% credit after that time. Late homework may be turned in one day late for 75% credit or two days late for 50% credit.

Graduation Coach and Guidance Counselors

The Graduation Coach’s primary responsibility is to work with all students to encourage academic success. Dr. Pagnotti offers a variety of academic programs that can help students achieve. These programs (Working Lunch, Friday Finish, Feed Your Mind) have been extremely successful in providing support to all students. The Guidance Counselors are available to assist with any academic and social needs you may encounter during the school year.

Use of the Student Agenda

Students are given one agenda at the beginning of the year and are expected to use the student agenda as an organizational tool as well as a hall pass.

Discipline

Failure to adhere to guidelines will result in consequences as outlined in the agenda. Students will be notified privately if their behavior is inappropriate. Should the behavior persist, the parents will be notified. A conference will be requested if warranted. Eventually, office referral or detention will be given.

Tardiness is defined school-wide as not being inside the classroom when the final bell rings. When the final bell rings to be in class, teachers are not to allow students into the room. Tardy students are to report immediately to the ISS supervisor in room 22. Once there, the student’s tardy will be recorded and consequences will be assigned based upon the progressive consequence scale. Students will be given a tardy pass that details their consequence and informs the teacher what time the student left the tardy room. Students who arrive to the tardy room later than the five minute window will be sent to the office for cutting class.

Conclusion

All these guidelines are consistent with the World Language Curriculum guidelines issued by Fulton County and/or the Haynes Bridge Administration. Rules will be strictly and fairly enforced.

We have some very exciting things planned for this year. I look forward to working with you and your child!

**Please detach this portion, and return it to the teacher. Keep the syllabus for your personal reference.**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_