

Spanish 1A
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Tuffree Middle School
2011 – 2012

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Course Description: This introductory course is designed to help students develop proficiency in listening, in speaking, in reading, and in writing Spanish. The students will address a wide variety of age and stage appropriate topics as they develop their ability to communicate effectively in the target language in real-world encounters. They will begin to learn to control the many components of Spanish grammar. The students will also explore various cultures of Hispanic people around the world; including a study of geography, history, cultural traditions, art, music and daily life. Upon completion of this course, students will be able to comprehend and produce memorized words, phrases and sentences; communicate about daily life in common settings; comprehend spoken Spanish learned in class; and begin to speak and write in the target language. Students who complete Spanish 1A may continue their studies and take Spanish 1B next year. Students with passing grades in BOTH courses will receive credit for the full year of high school Spanish 1. This course is aligned to the newly adopted (2009) World Language Content Standards for California Public Schools, and relies on the model of the Language Learning Continuum found in the Foreign Language Framework for California Public Schools (2003).

World Language Content Standards for California Public Schools (2009)

Content: Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication: Real-world communication occurs in a variety of ways. It may be interpersonal in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be interpretive in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be presentational in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures: Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures. Students reinforce and further their knowledge of other disciplines through the foreign language. Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Structures: The World Language Content Standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems in languages that have them; phonology, the sound systems of language or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

Settings: Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

Textbook/Workbook:

Textbook:

Realidades 1
©2008, Pearson Prentice Hall. Authors: Peggy Palo Boyles, Myriam Met, Richard S. Sayers, and Carol Eubanks
Wargin.
ISBN: 0-13-134091-3

Workbook:

Realidades 1, Practice Workbook
©2008, Pearson Prentice Hall.
ISBN: 0-13-036001-5

Cost: Free If you lose/destroy your free workbook, a replacement may be purchased from the librarian for \$12

Materials: Bring your workbook, lined notebook paper, a pen or pencil, and Tuffree student agenda to class each day.

Classroom Rules and Procedures:

Be On Time

- Come to class and be ready to learn when the bell rings. The Tuffree MS school-wide attendance/tardy policies will be adhered to (see the TMS Student Handbook).
- If you are late to 1st period, go to the attendance window for a tardy slip. If you are late for periods 2-7, you must have a note from a staff member in order to be excused.
- Turn in assignments on time. Penalties will be assessed to late work (see policy below).

Be Prepared

- Bring all required materials to class (see above). Habitual failure to do so may affect your class participation grade and/or result in disciplinary action.
- Have your homework out and ready to be checked when the bell rings.
- Keep yourself organized. I do not require, but suggest that you use a 3-ring binder to keep your work in. The use of your student agenda will help you to keep track of assignments and due dates.
- If you are absent, stop by the classroom, phone a friend, or check the class web site (www.senyorm.com) for daily assignments. It is important that you keep up with the rest of the class.

Respect Others/Others' Property

- Treat others as you would like to be treated. Help make this classroom a safe, fun place to be in.
- You are responsible for the copy of the textbook at your desk. Take care of it. Advise the teacher of any new damage to it.
- Keep your language clean and appropriate.
- No food, drinks (except water with a lid), gum or candy may be consumed in class.
- No electronic devices (cell phones, iPods, cameras, videogame devices, etc.) may be turned on or taken out during instructional time. If seen or heard they will be confiscated and taken to the office for a parent to pick up.
- Leave the classroom neat and clean.

Respect Yourself

- Abide by the student dress code (see the TMS Student Handbook). Take off and put away hats and sunglasses while in class, please.
- Cheating = 0 points on the assignment plus disciplinary action.
- Always do your best work.

Obey Those In Authority

- Follow rules as outlined in the Tuffree Middle School Student Handbook.
- Allow me to teach so that everyone may learn.

Progressive Consequences:

- Classroom intervention (teacher discusses/re-teaches expected behavior, reassigned activity, changed seat, etc.)
- Teacher assigned consequence (break or before/after school detention)
- Parent contact (email, phone call or meeting)
- Administrative referral (will also be given immediately for major infraction)

Rewards

- Verbal praise and encouragement
- A Spirit Card for recognition of Respect, Responsibility, or Teamwork. The card may be redeemed for special prizes or privileges.
- An email, note, or phone call home to your parents telling them how cool you are.

Help: Regular help sessions will be available. There are also many online resources available through our class web site, www.senyorm.com. Students can check assignment due dates, do review activities, and utilize many other resources.

Make-Up Work: All assignments must be turned in on time in order to receive full credit. Two (2) days extra will be allowed for each day of an excused absence. Homework will be assigned daily and will be checked for completion during the following class day. Each week's warm up activities ("chispas") will be collected on Fridays. Late work is accepted for fewer points (20% lower each class day it's late). Tests and quizzes must be made up as soon as possible. Please schedule a make up time with me.

Grading System: I believe that students earn grades—I merely report them. Therefore, **I don't round up at the end of the quarter.** I use the following grading scale:

92 % and above	A
90%	A-
88%	B+
82%	B
80%	B-
78%	C+
72%	C
70%	C-
68%	D+
62%	D
60%	D-
59% and below	F

Your grade will be based on the following weighted categories:

Homework (daily exercises from the textbook, workbook, worksheets, etc.)	30%
Tests/Quizzes/Projects (Each chapter will have 8-9 short quizzes and 2 tests. Study guides will be provided along with online resources. Projects will be announced in advance and a rubric will be provided)	60%
Class Participation (includes written and oral work done in class, "chispas" & preparedness for class)	10%
	100%

Extra credit:

Any extra-credit assignments will be announced ahead of time to the entire class. Remember, if you have problems or questions always ask. I really do care. No question is unimportant if it affects your understanding.

Let's have a great year!

Sr. Miller

Parents:

Please review the above policies with your student. To acknowledge that you have read and understand them, **please sign below and return this page to me.** I will keep them on file in my classroom. If you would like review these policies again during the school year, please visit the class website, www.senyorm.com.

Student name (please print)

Name of parent/guardian (please print)

Student signature

Date

Signature of parent/guardian

Date

Parents' email address